DOCUMENT RESUME

ED 039 642 EA 002 872

AUTHOR	Brickell, Henry M.; And Others
TITLE	Nonpublic Education in Rhode Island: Alternatives for the Future. A Study for the Rhode Island Special Commission To Study the Entire Field of Education.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.
PUB DATE	Jul 69
NOTE	242p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$12.20
DESCRIPTORS	*Catholic Educators, Catholic Elementary Schools, Catholic High Schools, Catholic Parents, *Catholic Schools, Class Size, Curriculum, Educational Facilities, Educational Finance, Enrollment, Lay Teachers, *Private Schools, *Proprietary Schools, Student Teacher Ratio, Teacher Characteristics, Teaching Methods
IDENTIFIERS	*Rhode Island

ABSTRACT

This study was commissioned by the State of Rhode Island to provide a factual basis for future education policy decisions. Since Rhode Island has a higher percentage of children in nonpublic schools than any other State, the future of these schools is particularly crucial. Nonpublic schools in Rhode Island are divided into two basic types: Catholic and independent. Catholic schools enroll 21 percent of the State's pupils; independent schools, 2 percent. Demographic information in the study includes number and type of schools, enrollment, governance, faculty and student characteristics, class size, curriculum, facilities, and financing, as well as the history and legal status of independent and Catholic schools. Survey findings on Catholic attitudes toward Catholic schools are also included. Recommendations made to independent- and Catholic-school officials and to the Rhode Island General Assembly conclude the study. Eleven appendixes contain background material including all statistical information used in formulating conclusions. (Tables 1-72 may reproduce poorly in hard copy because of small print.) (MLF)

NONPUBLIC EDUCATION IN RHODE ISLAND: ALTERNATIVES FOR THE FUTURE

ED039642

BY HENRY M. BRICKELL

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A STUDY FOR THE
RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION

JULY 1969

ED0 39642

I

NONPUBLIC EDUCATION IN RHODE ISLAND: ALTERNATIVES FOR THE FUTURE

A STUDY FOR THE
RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION

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This study was made possible in part by funds granted by the Carnegie Corporation of New York and in part by funds granted by the Rhode Island Foundation. The statements made and the views expressed are solely the responsibility of the author.

JULY 1969

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ACKNOWLEDGMENTS

As in any study of this scope, special debts are owed to dozens of people, not all of whom can be named in the space available. Because of the complexity of the current study, over 250 people were asked to assist in one way or another.

Donald A. Erickson, Professor of Education at the University of Chicago, assisted the study by preparing an extensive paper and bibliography reviewing the dilemmas and alternatives to be considered when comtemplating public aid to nonpublic schools. Only a portion of his chapter could be included in this document.

James R. Deneen is an experienced Catholic school superintendent who has served on the staff of the National Catholic Education Association, the staff of a special study of Catholic schools in the Archdiocese of New York and is currently a consultant on the staff of the Ford Foundation Fund for the Advancement of Education. He gave valuable advice at the inception of the study and at many points throughout it. His orientation to the world of Catholic education was invaluable, as was his ability to single out experts and to point to significant literature.

Father George Elford, Assistant Superintendent of Schools, Archdiocese of Indianapolis, directed the development and first use of the questionnaire which was later employed in this study for the survey of Catholic opinion. He assisted with every aspect of the survey from inception to final data analysis. He also provided many insights into the workings of Catholic education. The author's debt to him is great.

Herbert J. Kiesling, Professor of Economics at Indiana University, served as a consultant throughout the finance study and advised on the presentation of finance information in this document. Professor Kiesling also selected capable accountants to conduct the field data gathering in Rhode Island. His assistance is gratefully acknowledged.

Father Ernest Bartell, C.S.C., Chairman, Department of Economics, University of Notre Dame, served as a consultant in planning the finance study and contributed invaluable insights into the financing of Catholic education.

Dr. Robert Hassenger, Director, Office for Educational Research, Center for Study of Man in Contemporary Society, University of Notre Dame, assisted by suggesting data sources and persons with expert knowledge. Reginald A. Neuwien of the Notre Dame Center advised on data sources and described what he has done over several years in studying Catholic schools, including the nationwide study which led to the publication of *Catholic Schools in Action*. He also supplied copies of forms used to study Catholic school finances in Denver and elsewhere.

Robert Binswanger, Professor of Education at Harvard University and former director of the Catholic schools study now being conducted in the Archdiocese of New York, conferred with the author on several occasions and supplied papers developed by the staff of the New York study.

The Reverend Americo D. Lapati aided the study indirectly with his unpublished Ph.D. dissertation entitled "A History of Catholic Education in Rhode Island," Boston College, June, 1958. Without his dissertation a convenient history of Catholic education in Rhode Island would not have been available.

Father Patrick O'Neill, Superintendent of Schools, Diocese of Fall River, Massachusetts, gave helpful advice and support at a number of points in the work.

James Michael Lee, Chairman of the Department of Education at Notre Dame University, advised on data sources and authored the short history of Catholic education from which much of the historical material in the study was drawn.

John Chandler, Jr., Consultant to the National Association of Independent Schools; Winifred R. Long, Director of Research for the National Catholic Education Association; and M. Suzanne Diner, Administrative Assistant in the United States Catholic Conference, provided both publications and advice on request. Miss Long of NCEA also made a number of valuable suggestions about sources of ever-elusive data on Catholic education.

Vincent J. McCoola, Coordinator, The Office for Aid to Nonpublic Education, Pennsylvania Department of Public Instruction, supplied both literature and interpretative commentary on the 1968 Pennsylvania Nonpublic Elementary and Secondary Education Act.

The headmasters of 13 independent schools in Rhode Island granted interviews, accompanied the author on tours of their buildings, supplied publications, and in a half dozen cases answered a questionnaire which required a search of their files for previous years. While the amount of data supplied varied considerably among these schools for the reasons given in the text, the headmasters were uniformly cordial and cooperative in attitude.

The study of Catholic schools could not have been made at all without the willing cooperation of the Most Reverend Russell J. McVinney, D.D., Bishop of Providence, who encouraged the immediate members of his own staff and pastors throughout the Diocese to provide the information requested.

The Rt. Rev. Msgr. Daniel P. Reilly, Chancellor of the Diocese of Providence, cooperated at many points in the study by making statistics available from pastors' reports which had been collected by his office over the years. In most cases it was necessary to have data on Catholic schools extricated from other data on the operation of the parishes. The Chancellor gave generously of his time in guiding this aspect of the work.

Sister Andrew Teresa, R.S.M., performed most of the data tabulation in the Chancery and she is owed a special debt of thanks.

Pastors in 50 parishes cooperated actively in the survey of Catholic opinion by naming about 100 lay women (parish chairmen) to organize other lay women to distribute questionnaires to a random sample of Catholic families in each of the 50 parishes and to collect and return the completed questionnaires. The work of the parish chairmen included the distribution of the questionnaires to 128 Catholic schools so that all teachers in Catholic schools could respond. Pastors were asked to have a random sample of families drawn from parish records and to explain the study to their parishioners. The cooperation of the pastors and the skill of the lay women they chose is best demonstrated by the fact that the entire survey was begun and completed within a two-week period with a 75% return.

Appreciation is expressed also to the hundreds of busy clergymen, religious teachers, and lay teachers who participated thoughtfully in the survey of Catholic opinion.

The Catholic School Board, Diocese of Providence, after reviewing the plan for the study, encouraged the cooperation of all school officials in supplying data.

The Rev. Edward W. K. Mullen, Superintendent of Schools, Diocese of Providence, and other hard-working and conscientious members of the Catholic School Office staff gave their willing cooperation time after time in our relentless search for data on Catholic schools in Rhode Island. Father Mullen's office provided both professional and clerical services, sponsored meetings, tabulated data, and handled a considerable volume of paperwork for the study. Special thanks go to Sister Mary Edward, Assistant Superintendent, Elementary, for directing much of the work performed in that office.

A heavy debt is owed to the pastors and school principals in the 15 parishes which were randomly selected to provide data on the financing of parish schools. Because school financial data are not fully separated from other financial data in the parish and because some financial records are typically kept by the pastors while others are kept by the principals, these officials had to exert considerable effort in providing the requested data, especially data extending back over time. A number of the officials were new in their positions and had little knowledge of exactly how the parish school had been financed before they arrived. The pastors and principals were given extremely short notice, for which they are due an apology. For some the task of meeting with the accountants who were sent into the parishes meant laboring over financial records many extra hours before the accountants arrived.

A similar debt of thanks is owed to the principals of the three Catholic diocesan high schools and to the principals of the three Catholic private high schools which were included in the financial study. Like the pastors and principals of the parishes, these school principals had little advance notice that the accountants were coming, yet they cooperated willingly.

Twenty-five Catholic pastors arranged with principals of selected school buildings within their parishes to have a physical inspection of the buildings and grounds conducted by an architect retained by the study staff. To these pastors and to the principals who arranged for the inspections and answered questions about their buildings, gratitude is expressed.

Staff members of the Rhode Island Department of Education were called on repeatedly to extract data from their files; frequently the data extended back over several years. The requests were usually accompanied by time pressure; the overworked members of the Department consistently tolerated the inconveniences involved and helped willingly. Among those called on most often were Edward F. Wilcox, Associate Commissioner; Grace M. Glynn, Associate Commissioner; Richard R. Joyce, Superivisor of Statistical Services; and Edward R. Costa, coordinator of Federal programs. To these people and to their staffs, genuine gratitude is expressed.

A large number of people at Indiana University served as part-time members of the study staff. Donald J. Rezab planned and conducted the on-site survey of school facilities in Rhode Island and wrote a report of his findings. Arthur F. Schreiber, Richard W. Wright, and Harry L. Keith collected financial data by interviewing pastors and principals in Rhode Island and made copious footnotes to explain the intricate web of financing that supports Catholic elementary and secondary education. Jamil Mohammad Shami spent hundreds of hours in library research and data compilation. Duane S. Fleener analyzed and developed tables to present data for independent schools and otherwise assisted with the study. Philip A. Whitesell carefully edited the entire manuscript not only for literacy but for logic and for internal consistency. Extensive data tabulation by Peggy Wise and the skillful production of printable copy by Doris Fatheree were essential in the preparation of the final report.

To all these, and to the many others whose assistance is appreciated though unspecified, a debt of gratitude is hereby acknowledged.

Lorraine C. Webber, who is identified on the title page, served as the channel through which, due to no fault of her own, data trickled turgidly into the study office. Of the frustrations suffered by the staff members in conducting the study, hers were perhaps most vexing. For her consistently sensible advice and for her pleasant persistence in dealing with more than 100 officials in Rhode Island, a very special expression of gratitude is due.

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Should nonpublic schools be publicly supported? One can begin by wondering whether such a question does not destroy itself by an internal contradiction. Is it possible to give public support to a nonpublic function? Does such support, instantly and to the degree given, make the nonpublic function in fact a public function? Why else would it merit public support? And does not public control over the public function which is receiving public support follow without delay--inevitably, understandably, and appropriately? If so, all that is proper, or in fact actually possible, is to make public that segment of a nonpublic function which is in the public interest and can no longer be privately supported.

INTRODUCTION

Early in 1968 when the Commission to Study the Entire Field of Education was drafting its final report (published later in June, 1968), four bills to aid nonpublic students or schools were introduced to the Rhode Island General Assembly (see Appendix D). When the Commission was asked to advise legislative leaders and other members of the General Assembly on the disposition of those bills, it replied that it had not made a sufficiently comprehensive study of nonpublic schools to give sound advice. However, the Commission offered to make a supplementary study after completing its major report. The General Assembly thereupon extended the life of the Commission so that it could examine nonpublic schools more thoroughly.

The General Assembly appropriated additional funds to the Commission to carry out that assignment. The Commission itself sought and received supplementary funds from the Carnegie Corporation of New York and from the Rhode Island Foundation to help support the nonpublic study.

The Commission retained the services of the author and his associate, who planned the study and conducted it from August, 1968 through June, 1969. This document constitutes our final report to the Commission.

Although the Commission specified the topics to be investigated, reviewed the plan for the study, and received periodic progress reports, the author and his associate determined what data to collect, which consultants to bring in, how to analyze the data, which alternative plans to consider, and what conclusions the evidence justified.

The views of the Commission itself are not recorded in this document.

A history of the Commission appears in Appendix A; the legislation creating the Commission is quoted in Appendix B; the studies conducted and published by the Commission are listed in Appendix C.

PURPOSES OF THE STUDY

Rhode Island is the most nonpublic school state, the most Catholic state, in America. It has a greater percentage of its children in nonpublic schools--virtually all of them Catholic schools--than any other state. Accordingly, its stake in the nonpublic sector is unequalled in the nation. If nonpublic schools in Rhode Island continue to educate a massive minority of the children, that fact will strongly influence the future of education in the state. If, on the other hand, nonpublic schools do not continue to educate such a massive minority, the impact upon both the public school sector and the nonpublic school sector will be enormous. Thus public interest in the future of nonpublic education should be high in Rhode Island, as indeed it is.

As this study was being carried out, bills which would make the financing and staffing of nonpublic schools a partly public responsibility were again brought before the 1969 session of the General Assembly (see Appendix D). Public discussion of these bills and of the rapidly changing conditions in the nonpublic--especially Catholic parochial and diocesan--schools which have led to them was sprited, as indeed it should have been.

Unfortunately, this study was not available to aid in that discussion. In May of 1969, the Rhode Island General Assembly enacted and the governor signed H 1765 Substitute "A," which will provide $375,000 in state funds to pay 15% of the salaries of teachers of secular subjects in grades 1-8 in nonpublic schools, provided that these teachers can be certified by the state and provided that their state-supplemented salaries are at least $4000 (the state minimum for public school teachers) but no more than the statewide average maximum salary paid public school teachers. To be eligible, the schools must be spending less per pupil for secular education than the state average for public schools at the same grade level two years earlier. This provision will exclude expensive private schools. The law becomes effective for the 1969-70 school year. The amount appropriated would supply an average of $750 each to 500 lay teachers, approximately the number who will be employed in Catholic parish schools in 1969-70, according to Catholic school officials. Those officials have pointed out that the $375,000 figure will cover the raises most lay teachers will receive for 1969-70, when the Catholic School Board is recommending that the parishes raise lay teachers' starting salaries to $6000.

While similar bills are before other state legislatures or already enacted into law, as in Pennsylvania in 1968, and while newspapers across the country are filled with stories of financial crises and school closings --especially of Catholic parochial schools--the issue is nowhere else as critical as in Rhode Island because the nonpublic population is nowhere else as large a proportion of the total population. Thus it may be that what Rhode Island does, the nation will observe with unusual interest.

This study has four purposes:

1. To describe nonpublic schools in Rhode Island in enough detail to inform public policy decisions. Such a description does not now exist.
2. To determine what is causing the troubles that have led nonpublic school parents and officials to seek public funds. The explanations given to date have been incomplete.
3. To anticipate what will happen to nonpublic and public schools if present trends continue unswerved by public intervention. Changing circumstances have made past predictions about these schools obsolete.
4. To consider the probable effects of alternative public acts intended to influence the nonpublic future. Some of the solutions being advanced appear not to match the problems.

Because any conclusions about nonpublic schools will inevitably be challenged by those who see the evidence differently or reason from different evidence, all the statistical information used in arriving at conclusions is published here for review and further analysis by the interested. As a courtesy to schools which supplied information--as well as to keep the discussion of nonpublic schools at the policy level--the data have been arranged to mask the identity of individual schools.

SOURCES OF THE DATA

The Commission to Study the Entire Field of Education gathered considerable data about nonpublic schools during its major study, publishes in June, 1968. However, two serious limitations controlled the Commission's use of that information: 1) it was not complete, and 2) certain data were supplied to the Commission on condition that the information would not be used to make comparisions with public schools, since such a comparison might reveal either set of schools in an unfavorable posture, and since--more importantly--the rather different purposes and student populations of public and nonpublic schools made certain comparisons meaningless. The Commission accepted the limitations. It analyzed little of the nonpublic data and published less.

Existing Data

When the Commission launched the supplementary nonpublic study, it rethought its responsibilities for the nonpublic data in its files and then made two decisions: 1) no comparisons between nonpublic and public schools would be made beyond those already published, in keeping with its agreement when it was given the original nonpublic data, and 2) otherwise those data could and should be used in making the nonpublic investigation for the General Assembly. Accordingly, the data in the Commission's files were made available and were used in this supplementary endeavor.

Additional Data

The original plan for this study was to draw heavily on data already in the files so as to expedite the work and to publish the new report promptly. However, as the work proceeded it became evident that the Commission had not learned much about nonpublic schools the first time through. Thus it was necessary to gather a great deal of new data. The final result is an amalgam of previous information and new information, with the previous used chiefly to describe the nature and quality of instruction and the new used for almost everything else.

The procedures employed to gather information and the sources used are detailed later when the data are presented.

DIFFICULTIES WITH THE DATA

It would be hard to exaggerate the difficulties of getting reliable information about nonpublic schools--but then it would not be necessary to exaggerate. The plain facts are dramatic enough.

It is unfortunate that the General Assembly has been called upon to make highly significant legislative decisions in the absence of supporting evidence, especially in the field of education, where any action is likely to have vast social and economic consequences. While the data finally assembled and published in this report are not as complete and as revealing as they ought to be, they are nevertheless more complete and more revealing than anything available heretofore. Given the careful study and thought they deserve, they can help guide major policy decisions by Rhode Island public officials and nonpublic officials as well.

Data Sources: Ready, Willing, and Unable

It was of course necessary to get the cooperation of nonpublic school officials in gathering data. It would be fair and accurate to characterize the average official as cooperative, friendly--and not able to supply the information. That description does not cover the extreme cases on either side of the average.

Much information was eventually collected, as the tables in Appendix K amply demonstrate, and none of it could have been gathered without the active cooperation of nonpublic officials, many of whom extended themselves energetically to make it possible. But the data came at a cost in time and money and human effort that made our original worst expectations eventually look like wild optimism.

Original Sources

The most successful method of data collection was to go directly to the primary source of the information, as was done in the Survey of Attitudes and Opinions, where individual laymen, clergymen, and teachers were asked to describe themselves and give their views. The least successful method--one that should have been abandoned immediately or not even attempted--was to try to get facts from a central file of school information. The further the file from the teacher and the principal, the less useful.

Central Collections

Central files of nonpublic school data border upon meaninglessness.

That statement may be slightly unfair to the few statewide files which exist, but it is generous to the national collections. Take the U. S. Office of Education as one example. USOE states that it stopped its annual or biennial compilations of nonpublic secondary school data in 1930, never having started compiling elementary school data. "Since that time, data collection for both the secondary and the elementary schools in the private sector has been occasional and irregular."[1] For high schools, USOE issued a fairly elaborate report and directory for 1960-61; a short bulletin covering enrollment by states for 1961-62, 1963-64, and 1964-65 (nothing for 1962-63); followed by a longer report and a directory for 1965-66. There has been nothing since. For elementary schools, there was a report for 1961-62 plus a report and a directory for 1965-66. Nothing else. Moreover, the USOE data are sometimes so wrong as to badly mislead the reader. By an unfortunate and possibly accidental change in data handling procedure, USOE reported many more secondary schools in 1965-66 than in 1960-61; a growth of 553 in the United States (US), 96 in New England (NE), and 26 in Rhode Island (RI). There was, in fact, no such growth. Many, many hours of staff time went into detecting and correcting this error in USOE official publications. (T1) (T1 refers to Table 1 in Appendix K.)

Nonpublic schools simply cannot be studied from data on file in either nonpublic or public files at federal or state levels. Applying the statement to Rhode Island, it is not possible to make sensible public policy for nonpublic schools by using information now on file anywhere in the state, either in the files of public officials or nonpublic officials, with no exception.

Foggy History

The history of a nonpublic school appears to live largely in the memory of its principal or headmaster--or the faculty, who should perhaps have been asked to supply historical information out of their recollections. It seems that the statistical history of a school, which is essential to plotting trends and making projections, expires or disappears when the principal does. The same thing seems to be true of a parochial school when a pastor leaves. Asking for data more than three or four years old is asking for the unlikely if not the impossible.

The most dreaded words in the study, and the most familiar, came to be: "I was not here at that time." Dead end. Future nonpublic school investigators are cautioned against assuming that usable data are on file anywhere, especially for past years. They would be well advised to plan on collecting all the data they need from primary, original sources.

How the future of nonpublic schools is to be predicted without a better record of their past is not clear. What is clear is that a sound historical record is not being kept now in any segment of nonpublic elementary and secondary education which we searched. The only exception that comes to mind is the permanent test score records of agencies which publish and process nationally standardized tests, but these are closed to almost all researchers, as the Commission learned during its major study of public schools.

Data from Independent Schools

Independent schools are, by the definition which they themselves most commonly use, non-Catholic nonpublic schools. That is the definition used throughout this report.

There is no central source of independent school information in Rhode Island. The state Department of Education collects little more than the names, enrollments, and course offerings of those schools. It does not even ask that Rhode Island resident and non-resident enrollment be reported separately. The Department does not inspect, correct, make consistent, analyze, or publish the statistics it collects. There is no profit-making or non-profit agency which assembles information about independent schools; there is no association of those schools in Rhode Island which gathers and publishes information.

In New England, there is no agency or association which collects data for most independent schools in Rhode Island or in the region.

For the nation, except for the sporadic and fragmentary work of USOE as described earlier, there is nothing but the National Association of Independent Schools and a published catalog. Both are described below.

National Association of Independent Schools

The National Association of Independent Schools for some years has conducted an annual statistical survey among its several hundred members, some of whom respond and some of whom do not. In addition to being limited to data from its own members, NAIS does not publish statistics by state. Instead it compiles national or regional profiles classifying schools by types (Girls' Boarding, for example). Those data are used in this study to sketch the outlines of a national picture, and they are extraordinarily welcome for that, but they supply no Rhode Island information.

National Catalog

The only other available central source for the United States is a commercially-published national catalog,[2] issued annually, which contains two pages of bare facts about each Rhode Island school for parents seeking a place for their children. Although the descriptions tell little and are determinedly favorable to each school, the catalogs nevertheless constitute a valuable historical record extending back over many years, a record which appears to contain information that is comparable from school to school.

Headmasters

Beyond these sources, there is only the headmaster of each school, with the ready record of the school being in many cases no longer than his memory. Understandably, his memory for specific statistics is likely to be quite short.

Because there is no standard system of record-keeping among independent schools, and because the viewpoints of the headmasters and their trustees were at least as important as their statistics, it seemed more sensible to conduct interviews than to mail questionnaires. Thus the author visited 12 of the independent schools in the state, covering the entire range of schools with respect to size of enrollment, grade level, whether for boys or girls or both, whether day or boarding or both, nature of instructional program, ability of students, qualifications of teachers, characteristics of buildings and grounds, age of institution, and other salient matters. After touring the facilities, including classrooms and such special rooms as libraries, science laboratories, art studios, gymnasiums, lunchrooms, and dormitories in the case of boarding schools, the author asked the headmaster a series of pre-set questions. The questions sought basic facts about the school, some idea of what additional information could be supplied readily (not much beyond the school catalog, in most cases, if that), and the headmasters' interest in and need for various forms of public assistance, including but not limited to cash, services, and joint programs with nearby public schools.

Some headmasters were wary about supplying data to any public agency, including the Commission, lest supplying that information should somehow result in limiting the freedom so cherished by these independent schools. Some were reluctant to take part in the study since they were not actually seeking public support. Most said they would be willing to complete a simple questionnaire limited to the recent past, but many emphasized the shortcomings of their records and the lack of time for such work. Of the eleven questionnaires subsequently mailed, six were returned without follow-up reminders. Data supplied were in most cases incomplete, although the questionnaire was deliberately brief and carefully avoided asking for data previously collected. The interviews, the tours of the schools, the literature collected during the visit, and the sparse questionnaire returns combined to create a set of very strong impressions about each of these schools, confirmed only to a limited degree by hard evidence.

Data from Catholic Schools

There are three types of Catholic schools: parish, diocesan, and private. No central source of information in Rhode Island will yield substantial information on all three types of schools.

Catholic School Office

The Catholic School Office for the Diocese of Providence publishes an annual directory listing all schools and mimeographs an annual count of schools, pupils, and teachers, but nothing more. It collects but does not publish (and does not keep on file after one year) the training, experience, and other characteristics of teachers. It does not collect information about the curriculum and instructional practices in the schools, although it does send supervisors to visit and assist them. It gives no tests, depending instead on results from the Rhode Island Statewide Testing Program administered by the state Department of Education (in grades 4 and 6 only). It gathers no financial data whatever. Only this year did it begin to require a common method of accounting, and then only for diocesan high schools.

Chancery Office

The pastor of each Catholic parish submits an annual statistical report and an annual financial report to the Chancellor of the Diocese of Providence. A few facts about the parish school, if one is operated, appear in those reports. They contain the only information collected in Rhode Island on the financing of Catholic elementary and secondary schools. But, as is reported later when the financing of Catholic schools is discussed, the scant handful of school financial statistics in these reports is worthless for even a crude analysis of the financing of those schools.

Providence Visitor

The Providence Visitor, the official news organ of the Diocese of Providence, publishes an Official Directory each year, but it does not attempt to describe in any detail the schools listed.

Public Officials

Neither the state Department of Education nor any public agency in the state gathers more than a few simple statistics about the Catholic schools, such as grades offered, number of days school is in session, and number of graduates. For example, the state does not regularly collect and report nonpublic pupils' use of transportation operated by local officials (the last study was made in 1963-64) or nonpublic use of the new federally-financed services available under the Elementary and Secondary Education Act Titles I, II, and III.

The state does, however, record the costs of the Rhode Island Textbook Loan law which provides textbooks to nonpublic pupils. It also keeps track of how many nonpublic pupils are in the Rhode Island Statewide Testing Program (grades 4 and 6) and how many take federally-financed high school tests (grades 8 and 10) under the National Defense Education Act, Title V. It must be pointed out that state collection of these statistics does not mean that the state either summarizes, analyzes, or publishes the facts once they arrive in the office.

Local school authorities, except for reporting local spending for nonpublic pupils under some of the state and federal programs named above, are not obligated to report anything about nonpublic schools in their districts other than the number of children attending them each year.

United States Catholic Conference

There are two national organizations and one national publication which attempt to report the facts about Catholic schools. One organization is the United States Catholic Conference (formerly the National Catholic Welfare Conference). It once published a biennial pamphlet titled Summary of Catholic Education which gave a basic count of schools, pupils, and teachers, organized by states, along with a few lines of print about how Catholic schools are organized. Publication began in 1920 but was interrupted twice in the past decade and has now stopped altogether. There was no report for 1957-58 and 1958-59; publication resumed with the 1959-60 school year, but ceased with 1965-66. There has been nothing since.

The documents which do exist are hard to find. The University of Notre Dame library, for example, could not produce one single copy for any year. Only the last three issues are still in print and they can be purchased from the USCC only after a written explanation of their intended use. The USCC itself eventually loaned us its own office copies of two earlier issues so that data could be drawn out for this study.

National Catholic Education Association

The other organization is the National Catholic Education Association. NCEA has recently organized a Research Office but it has no history of publications and is just beginning to undertake data collection. The names of schools which opened or closed from 1966 onward were available from that office. Also available were a state-by-state count of schools, teachers, and pupils for 1967-68, taken by NCEA from a USCC postcard survey of diocesan school superintendents, and numbers of pupils and teachers in 85% of the nation's 147 dioceses in 1967-68 and 1968-69.

The Official Catholic Directory

This volume, published annually by P. J. Kenedy and Sons, New York, contains a count of schools, pupils, and teachers of various types, but nothing more. The trouble with the Directory data is that they are severely condensed. Teachers from all types of schools are lumped together, for instance, with no distinction among college, high school, and elementary levels. Thus the Directory statistics are good for nothing but the grossest idea of the size of the Catholic enterprise.

Private Organizations and Associations

There is no private organization and no association of Catholic schools in the state to collect and publish school information. No agency in New England performs that function either for the region or for Rhode Island.

The national catalog mentioned earlier contains data for only two or three private Catholic schools in the state. The National Association of Independent Schools does not isolate Rhode Island data, as already mentioned. Moreover, NAIS has very few Catholic school members from the state.

Lack of Consistency

As might be assumed from all this, different sources do not agree on a given statistic. It became a pleasant surprise to find the same number repeated by two sources. This did not assure correctness, but even consistency was welcome.

NONPUBLIC SCHOOLS IN THE UNITED STATES
AN OVERVIEW

Nonpublic schools preceded public schools in the United States, in New England, and in Rhode Island. During the Colonial period and the first half century of the new nation, they greatly outnumbered and completely over-shadowed public schools in importance. Not until the mid-1800's did the idea of a common elementary school, publicly supported, take deep root in the American mind. The idea of a common secondary school, publicly supported, did not become widespread until later. It was not until the Kalamazoo decision that the actual legality of publicly supported high schools became firmly established.

A generally available public system of elementary and secondary schools was not completed until the final quarter of the last century--about 75 years ago. Not until then did public school enrollment begin to exceed nonpublic school enrollment.

Legal Status of Nonpublic Education

The successful rise of public schools, once challenged as to their very legality, has been accompanied by many counter-challenges to the legality of nonpublic education, especially in the past 100 years. In all these tests the courts have steadfastly upheld the right of parents to educate their children outside the public system if they so choose. The last 50 years have seen one key decision after another, many of them upholding not only the rights of parents to choose nonpublic schools but also the rights of taxpayers to supply services to nonpublic pupils.[3] Among these decisions are those underlying Rhode Island's transportation, textbook loan, and testing services to nonpublic pupils.

The 1925 Pierce decision by the U. S. Supreme Court declared unconstitutional an Oregon law requiring children to attend public schools. The 1930 Cochran decision allowed Louisiana to furnish free textbooks to nonpublic pupils. In 1946 Congress made inexpensive lunches available to nonpublic pupils under the National School Lunch Act. The 1947 Everson decision by the U. S. Supreme Court authorized bus transportation to nonpublic pupils. In 1948 in McCollum the Court prohibited released time for teaching religion in public school buildings but in its 1952 Zorach decision permitted time for such teaching outside public school buildings.

In 1958 Congress passed the National Defense Education Act, which provides loans and other services to nonpublic schools for improving the teaching of science, mathematics, and foreign languages, and for testing pupils. In 1965 Congress passed the Elementary and Secondary Education

Act, which permits nonpublic pupils to share in federally-financed programs for the education of disadvantaged children, for the improvement of school libraries, and for innovative projects and culturally enriching services.

Beyond "Child Benefit"?

Some recent legislative actions appear to reach beyond the Court-approved "child benefit" theory under which the nonpublic child can be aided but not the nonpublic school which he attends. For example, a Pennsylvania a statute passed in 1968 and now being tested in the courts does not lean on the child benefit concept. Under that statute, the state can "purchase" secular educational services (salaries, textbooks, and instructional materials for the teaching of mathematics, physical science, modern foreign languages, and physical education) in grades 1-12 from nonpublic schools, including schools sponsored by religious authorities, and even including proprietary schools operated for profit. About $4.2 million is scheduled for distribution in quarterly payments beginning September 1, 1969, for services purchased by the state from nonpublic schools during the 1968-69 school year.

Doubtless all such extensions of aid to nonpublic schools will ultimately be tested in the courts, whether that aid goes to the schools as purchase of services, as outright grants, as aid to pupils, or as tuition assistance to parents. Even such long-established and previously-tested forms of subsidy as the tax exemptions granted to nonpublic schools in Rhode Island and many other states may be brought into court for judicial review.

Nonpublic School Characteristics in the Mid-1960's[4]

Despite the universal availability of free public education, parents of 13% of the nation's children chose extra-cost nonpublic schooling for their offspring in the mid-1960's, the most recent date for which figures are available. Those children were placed in some 18,000 institutions, about 15,000 of them offering elementary instruction and about 5,000 offering secondary instruction, with some overlap. The almost 5 million nonpublic elementary pupils comprised 16% of the national enrollment while about 1.4 million nonpublic secondary pupils amounted to 8% of the national total. (T1, T2)

New England was more nonpublic than the rest of the nation, with 19% of all pupils in such schools--21% of the elementary enrollment and 15% of the secondary enrollment. Rhode Island was even more nonpublic than the balance of New England, with 25% of all pupils in such schools--31% of the elementary enrollment and 14% of the secondary enrollment. These figures make Rhode Island the most nonpublic of the 50 states.

Nonpublic schools in the United States are Catholic schools, overwhelmingly. Their existence cannot be explained apart from the purposes of the Roman Catholic church. Three years ago 89% of the nonpublic elementary pupils and 81% of the nonpublic secondary pupils were in Catholic schools. Comparable figures in Rhode Island were even higher: 96% and 85%. (T2)

Other churches sponsor about half of the remaining nonpublic schools, leaving very few schools without a church sponsor. All told, church-sponsored schools enrolled 96% of the nonpublic elementary pupils and 88% of the nonpublic secondary pupils in the United States three years ago. Comparable figures in Rhode Island were even higher: 98% and 94%. (T2)

Because almost all nonpublic schools are church-sponsored schools, possible public support of them cannot be discussed solely in terms of economics, of social separation, or of educational quality. Possible support must also be discussed in terms of church and state relations. Moreover, the future of nonpublic education should be projected in light of the desires of parents for church-sponsored schools. Those desires appear to be changing, as the data will show.

National enrollment was split equally between boys and girls three years ago, with New England placing a few more boys in nonpublic schools and Rhode Island leaning even further in that direction.

Almost every elementary school in the United States (98% of the total) was co-educational, while only half (47%) of the secondary schools were. The picture was identical for New England and Rhode Island, except that in Rhode Island the idea that boys and girls should go to the same high school was evidently in doubt. Only 11% of the nonpublic high school boys and girls--none of them Catholic--were educated together.

Day schools predominated in the United States, enrolling over 98% of the elementary pupils and over 84% of the secondary pupils. While boarding schools are somewhat more numerous in New England and in Rhode Island than they are nationally, day schools nonetheless enroll most of the pupils in the region and in the state.

Nonpublic schools are usually small: half the elementary schools in the US have fewer than 500 pupils; one third of the high schools in the US have fewer than 400 pupils. Rhode Island nonpublic schools are considerably smaller and therefore less economical than those in the remainder of the US and New England. The figures for elementary schools with fewer than 500 pupils are : US--50%; NE--53%; RI--67%. For high schools with fewer than 400 pupils, the figures are: US--37%; NE--47%; RI--58%.

Classes are very small in some nonpublic schools but very large in others. The independent schools have pupil/teacher ratios of 14/1 in the elementary grades and 10/1 in the high schools; church-related schools (which are the vast majority of the total) have classes at least twice that size; pupil/teacher ratios of 36/1 in the elementary grades and 20/1 in the high schools. On the average, nonpublic elementary classes are larger than public elementary classes and nonpublic secondary classes are about the same size as public classes. Rhode Island nonpublic elementary class size is only a trifle above the national average but its high school class size is among the nation's highest.

Nonpublic schools are bottom-heavy in enrollment: enrollments get progressively smaller each year from grade 1 to grade 12, with the sharpest cutback after grade 8. Grade 12 is less than half the size of grade 1. The progressive tapering of enrollment is less pronounced in New England than in the nation as a whole, probably showing the special value New Englanders place on high schools. (Part of New England's statistical difference owes to the fact that Vermont and some other states label as "nonpublic" those private "academies" of a century ago which are supported today by publicly-paid tuition charges.) (T3)

In Rhode Island the progressive drop in nonpublic enrollment from grade 1 to grade 12 is greater than in the nation as a whole and far greater than in New England: in Rhode Island grade 12 is only 43% of grade 1. This probably reflects the singular success of the Catholic parish elementary school, a success unmatched by Catholic high schools. (T3)

Recent Growth--Along with Some Decline

Nationwide, enrollment in nonpublic schools grew rapidly in the 1950's, particularly in high schools. High schools continued steady growth during the 1960's; enrollment rose 24% from 1961-62 to 1965-66. In contrast, elementary growth flattened out into a plateau during the 1960's. Moreover, it has turned sharply downward during the past two years. (T2, T3)

While there has been little difference in growth rates between them at the high school level, church-related elementary schools had clearly fallen behind non-church-related elementary schools during the 1960's, well before the sharp downturn of the past two years. While non-church-related elementary schools jumped 70% in enrollment in the first half of this decade (a relatively easy feat in percentage points because of low numbers) church schools crept up a mere 5%. Among the church schools, Catholic school growth lagged during the early 1960's and it is Catholic losses of parochial elementary school pupils which are causing the current downturn in total nonpublic enrollment (T2)

Nonpublic Schools as Alternatives, Competitors, and Models for Public Schools

Nonpublic schools are frequently described not only as an alternative to the public schools but also as a source of competition for public pupils, ever ready to attract clients who are dissatisfied with the public sector. Furthermore, nonpublic schools are sometimes referred to as possible models to be copied by public schools. These views deserve examination.

As Alternatives

Nonpublic schools have never been a genuine alternative to public schools for most parents in the United States. For the majority, from the beginning of our history, the alternative to public schools has been no schools. The most accessible nonpublic school has always been the Catholic parish elementary school, which has been at some points in history almost a "free public Catholic school," thanks chiefly to the contributed services of the religious teachers. But even when most numerous, these schools have been available to less than half the Catholic children.

For reasons of cost or for other reasons, most Americans do not think seriously of transferring their children to nonpublic schools if the public schools prove unsatisfactory. They are much more likely to move to a suburb where the public schools appear to be better. The strongest evidence of this is a concentric sorting out of the population by levels of educational aspiration, with decaying cities at the center. That classic pattern is as evident in Rhode Island as anywhere else in the nation, as established by the Commission during its major study.

As Competitors

For the children of the very wealthy, nonpublic schools have always successfully outbid the public schools, which have never been able to attract such children. For the children of the not very wealthy, it is necessary to separate non-Catholics and Catholics in assessing the attractiveness of nonpublic education.

Among non-Catholics who are moderately wealthy, high quality suburban public schools seem to be at least as attractive as independent schools. There are a number of suburban schools in which the ability of the pupils, the amount spent on their education, and the percentage going on to college--three measures which usually set independent schools ahead of public schools--actually reverse the usual pattern. These unusual public schools outrank many nonpublic schools in all three respects.

For poor non-Catholics, the independent schools do not compete. For such people, those schools are out of the question.

Catholics prefer to send their children to Catholic schools, if they are available, according to a study by Greeley and Rossi conducted in 1963-64.[5] They reported that over 70% of the Catholics interviewed said they would give their children at least some time in Catholic schools if such schools were accessible. Interest in Catholic schools drops as income, education, and occupational level drop. Greeley and Rossi found that when income dropped below $8,000, or when education dropped below high school graduation, or when occupation dropped below salesman, the percentage of Catholic children in Catholic schools dropped below 50%.

Whether the 1963-64 parental preferences reported by Greeley and Rossi persist unchanged today is open to some question, given the recent decline in Catholic school enrollment. However, the 70% who would give their children "some time" in Catholic schools is not statistically inconsistent with the fact that less than half of all Catholic children have ever been enrolled in Catholic schools at the same time.

From the viewpoint of the public school, keeping a clientele is seldom a definite objective. Thus the threat of loss of pupils is no incentive to improve. Where loss of clients is seen as a problem, as in some declining city schools, public school officials are likely to ascribe the loss to conditions which are utterly beyond their control. Again, there is no incentive.

Most public school officials are quite occupied with caring for enrollment growth; for them, a loss in enrollment could be a blessing. There are a number of public school superintendents in Rhode Island who can look upon the local nonpublic schools not as competition but as the best help they have in keeping public schools from becoming a heavier tax burden.

As Models

As models for the public schools to copy, nonpublic schools have a number of serious shortcomings. Some nonpublic schools are so tiny and/or have such small classes that public institutions would find them entirely too expensive to duplicate. Most nonpublic schools use noncertificated teachers whom the public bureaucracy with its fixed and objective, even if sometimes nonsensical, standards would hardly tolerate. Few nonpublic schools offer the curricular variety a public school needs if it is to reach all its diverse pupils.

Nonpublic schools appear to be less responsive to changes in the external environment than public schools, according to evidence from one study conducted after Sputnik I.[6] No nonpublic school exists in the same kind of political environment as a public school. It need not respond to the same kind of pressures.

Most nonpublic schools make little if any use of their freedom to innovate. Thus they have nothing different to be copied. In fact, during the past decade the public schools seem to have moved ahead in this respect. Nonetheless, from time to time nonpublic schools will attract great attention by being first to cross a new frontier, leading public schools after them. It is considerably easier to think of examples from the days of Progressive Education in the 1930's than it is from the 1960's, but the Advanced Placement program (under which high school students can take college subjects and perhaps earn college credit or at least skip the freshman course) is an example of a new endeavor in which nonpublic schools have furnished excellent leadership during the present decade.

NONPUBLIC SCHOOLS IN RHODE ISLAND

Nonpublic schools in Rhode Island may be divided into two basic types: Non-Catholic and Catholic, with Catholic schools further subdivided into three sets. The non-Catholic schools, about half of which are related to some other church, call themselves "independent" and their term has been adopted for this study.

While the independent/Catholic categories overlap in the special case of Catholic private schools, which have some characteristics of each type, the independent schools and the Catholic schools differ appreciably in character and in the problems they face. Most important for this study, they differ markedly in their financial status and in their need and desire for outside financial support from public taxes or elsewhere. Thus they have been separated for analysis. Even among Catholic schools, there are considerable differences; therefore the Catholic schools have been divided into three categories for study.

Catholic schools could command considerable attention in this study because of their size alone: they enroll 21% of the state's pupils. Independent schools, which could not command even a glance on the basis of their size (2% of the pupils, only 2/3 of whom are residents of the state), get attention because of their prestige, the fact that they enroll many children from key families in the state, their persistence as ideal models of the "best" in education, and the fact that most Rhode Islanders apparently think these schools are bigger than they are. (T4)

Independent Schools in Rhode Island

Nothing is true of all independent schools in Rhode Island. Such a flat statement ordinarily requires qualifications, but not this one. It is true, of course, that all independent schools in the state have pupils, teachers, books, and buildings. But this is only to say that they are all schools. Beyond that, every attempt at generalization fails to cover all the cases. Here are some examples:

> Many of the independent schools are long established, but not all of them. A number were begun in the last century, one in the century before that, but one opened only five years ago.
>
> Most of them offer elementary instruction, but a few offer nothing below grade 9. On the other hand, some offer nothing above grade 8. And some extend from kindergarten through grade 12.

Day schools predominate, but one school accepts boarding pupils only.

Some enroll only boys; some enroll only girls; some enroll both.

Some enroll no one except residents of Rhode Island; others enroll almost no one but out-of-state students.

Some are distinctly local, closely tied to the surrounding community; others are distinctly national, so little related to Rhode Island they could be located in Connecticut and mean almost as much in the life of the state.

A number are growing slowly in enrollment, but some have fewer pupils than 10 years ago. And yet one school will raise its enrollment 50% next year when its new wing is completed.

For most, any original church connections have faded with time and the schools have become non-sectarian. But some are direct extensions of active church congregations today and enroll no one but the children of the faithful. (Even a limited generalization like that has to be qualified: The church-sponsored schools occasionally enroll a child of a different faith.)

Almost all of the high schools send almost all of their graduates on to college, but one sends less than half its graduates to college.

Similarly, almost all the high schools offer no real vocational training program, but one does. Again, some but not all of the schools have elaborate, high-quality programs in art or music.

While none of the tuition rates could be classified as modest, except for the nursery and kindergarten charges, not all of them could be termed high. One school charges only half as much as another for grade 9 tuition, for example: $750 as compared to $1500.

About half of the schools have no endowment, but about half of them do. And in one the endowment stands at about $10,000 for every pupil.

Non-degree teachers in some of the schools may be legitimately criticized for insufficient training, but in others the non-degree teachers studied at art schools and music conservatories and are talented, productive artist-teachers who would add strength to any public school faculty, notwithstanding their lack of academic degrees. The same thing is true of some native speakers of foreign languages, who, although lacking standard degrees, would be valuable additions to public high school foreign language departments.

Instructional methods used in these schools are often traditional, even routine--but not in all cases. In some classrooms the small number of pupils, a good physical setting, and highly capable faculty result in methods of teaching individuals and small groups which are extraordinary. The same range can be noted in the instructional equipment and materials which are available to teachers: from inadequate to superb.

Libraries defy generalization. Some book collections are old, small, less selected than inherited, and without benefit of a trained librarian to guide pupils in their use. Yet others are large, ranging up to 20,000 volumes which are current and carefully chosen to fit the program of the school, and presided over by a competent professional staff.

The schools stand on very large plots of ground; the schools stand on very small plots of ground. Both statements are true for different schools. Take, for example, two schools with roughly comparable enrollments: the students in one enjoy 200 acres; the students in the other share about 1/4 acre. Allowing for the difference in size of enrollment, a student in one school literally has 600 times the space that a student has in the other. The fact that one is a boarding high school and the other a day elementary school justifies only a fraction of such a gap.

Their physical structures are old and new, large and small, suitable and unsuitable. Their classrooms are generous and cramped, light and dark, ventilated and stuffy. The buildings ought to be regarded as ornaments and as embarrassments. They ought to be admired and preserved, condemned and demolished. Such is the assortment of terms needed to cover all the nonpublic school buildings.

It can at least be said that these schools are not operated for profit. No, not for all of them. At least two are proprietary schools, operated in the hope of earning a profit.

Surely it can be said that the independent schools operate without public funds? No, not even that. In one of them, 80% to 85% of the students have their tuition paid wholly or in part by public funds. In some others there is at least minor use of public funds, as under Title II of the federal Elementary and Secondary Education Act for library books and services, or as under the Rhode Island State Testing Program.

Finally, in the quality of their work, although no genuine measures are available, the independent schools appear to be spread over the entire range of possibilities. Some appear to be the jewels in the crown of Rhode Island education; one or two appear to be closer to the hem of the robe.

Public Policy for Independent Schools

Despite their diversity, public policy must be set for these independent schools. That policy must consciously decide whether these schools will be accepted as equivalent to public schools for the purpose of compulsory attendance, whether their teachers may teach though uncertificated, whether the schools will continue untaxed, whether they will be ignored or attended to, and whether they will be publicly subsidized or left to their own resources.

Of course public policy cannot be set for one of them; it must be set for all. It is this fact, and perhaps this one fact alone, that justifies lumping together information for these remarkably different schools and trying to assess them as a group. For it is not the status of any one of these schools which ought to guide public policy, but rather their condition as a set of schools, as a type, as an "independent school system"--one segment of the entire set of elementary and secondary schools.

It should not be a concern for public policy if one of these schools is failing financially or another is giving superb instruction superior to anything in the public sector. Such variations should not guide public policy, because public policy should not attempt to control such variations beyond accepting attendance in a school as meeting the compulsory attendance law. Historically, it has proven exceedingly difficult to control the variations by having public officials at either the state or local levels supervise the independent schools, and it is quite doubtful that the necessary political support for such supervision could be generated in Rhode Island today.

To make public policy it is necessary to generalize, to talk about the "average" behavior of these schools, even though no school in the state may look like that "average." It is necessary to ignore the very diversity which is the hallmark of these schools--and which may be their greatest value to the state--in arriving at a public policy which will affect them all. It is likely that such an approach will not result in a public policy which will lead to the optimum conditions for each and every school. However, it is likely to lead to a policy that will be best for independent schools as a type.

It is with this understanding, then, that data on Rhode Island independent schools as a group are presented. Their diversity has already been recognized; now it will be ignored.

Sources of Data for Independent Schools

As recounted earlier under "Sources of the Data" and under "Difficulties with the Data," it was exceedingly difficult to get reliable information about Rhode Island independent schools, especially over a period of years. The information ultimately collected for the study came from the following sources: the Rhode Island state Department of Education, *The Handbook of Private Schools*,[7] a questionnaire sent to a large sample of the independent school headmasters in Rhode Island, an examination of the school publications provided by those headmasters, interviews with headmasters, and a walking tour of their schools. The sources of the statistical information are specified in the tables which contain that information. The sources of other kinds of information, including general impressions about those schools, are quite varied and are not always specified.

Comparative information for independent schools nationwide came from NAIS and USOE publications, each one of which is specified by name in the tables presenting the information; from an assortment of books, most of which are mentioned by name in the Endnotes; and from an assortment of letters and telephone calls, none of which are noted.

Questions to Be Answered

The central questions about Rhode Island independent schools were set forth earlier under "Purposes of the Study." They can be summarized as follows: What are the independent schools like? Are they in trouble financially? What will happen to them if they receive no public support beyond the negligible amount they now get? What will happen it they do get public support, in any of several possible forms? What will happen to the public schools if the independent schools disappear? What will happen if their number shrinks or expands vigorously? Are there potential forms of cooperation between the independent and public sectors which would be useful to both? Some of these questions will be answered in this section, some will be taken up later in the study.

Status of Independent School Education

From this point forward in presenting the picture of the independent sector of Rhode Island elementary and secondary education, the schools will be treated as a group; much of the variation among individual schools will not be mentioned.

Four independent schools for handicapped children and adults are omitted entirely from this study because of their very special character. Their 1968-69 total enrollment of 286 in-state and out-of-state children and adults was distributed as follows: Community Workshops--110, Emma Pendleton Bradley--28, Governor Center--68, Meeting Street--80.

Number and Type of Schools. This year there are 18 independent non-Catholic schools in Rhode Island. Virtually all of them enroll at least a few day students and about a third of them enroll boarding students. A few of them are chiefly boarding schools and one of them is exclusively a boarding school. (T5)

Governance. Most are non-profit schools owned by independent, self-perpetuating boards of trustees. Most were originally sponsored by churches but their specific church connections have generally disappeared. However, regular non-sectarian religious exercises and courses in religion are not unusual. The original sponsoring churches play a minor part in governing and supporting the schools today.

Grades Provided. Most schools provide some elementary (K-6) and some secondary (7-12) grades; over half the schools graduate students from grade 12. Four are exclusively high schools; two are exclusively elementary schools; five offer all grades. (T5)

Size of Enrollment. The independent schools are quite small by public school standards, some with as few as 50 students, most with fewer than 200, and only one with over 500 in 1968-69. All together, they enrolled 3568 students in 1968-69, about 2% of the Rhode Island total school enrollment. (T4, T5)

Type of Students. Boys and girls are about equally represented. Students come from homes which are well above average in income, education, and occupation of parents. The students themselves are well above the public school average in scholastic ability, averaging about 120 IQ as contrasted with about 105 IQ in the public schools.

Kind of Faculty. Most faculty members have bachelor's degrees and a sizeable minority have earned master's degrees. A small minority do not hold degrees. Faculty members tend to have a good background in the subjects they teach but are far less likely to have taken the education courses required of public school teachers. Thus a large number of the faculty could not be certificated under present Rhode Island requirements. (T6)

Class Size. Instructional groups run about 12 to 15 pupils, less than half the number found in public school classrooms. Pupil/teacher ratios stand at about 9/1 compared to about 19/1 in the public schools. (The difference between class size and pupil/teacher ratio in both cases reflects the presence of non-classroom specialists such as guidance counselors and other specialists who decrease pupil/teacher ratio but not class size. (T6)

Curriculum. The independent school curriculum at the elementary level differs very little from that found in public schools. The language arts (reading, writing, speaking, and the study of language) dominate the curriculum, especially in the primary grades, along with social studies and mathematics. Somewhat less attention goes to science, to foreign language (if taught at all), and to physical education, health, art, and music.

The high school curriculum differs from that in public schools in a few respects: It is somewhat more likely to offer advanced courses in mathematics, science, and other academic subjects, overlapping the first year of college work; it is more likely to offer a foreign language such as German, rarely taught in public schools, or a course in psychology, or a course in religion; its courses in art and music will almost certainly be more elaborate and involve more time in the studio and on the stage than in public schools; and it is far more likely to have a physical education and recreation program--especially if it is a boarding school--that includes swimming, tennis, riding, and perhaps even ice skating or boating.

Instructional Methods. Small classes are the most distinguishing characteristic of the independent school. Teaching methods are often, though not always, adapted to that feature. There is more likely to be project activity, group discussion, and individually assigned or even individually selected work in the elementary schools. High school classrooms are less likely to resound with lectures by faculty or plodding recitations by pupils though these are not entirely absent from independent school campuses.

The individual pupil is more likely to stand out as a personality, as an opportunity, or as a problem than in the larger classes and larger enrollments of the public schools. The pupil will be better known to more teachers. He will constitute a larger part of the environment and will command a larger portion of teachers' time. His classwork, his studio work, and his homework are more likely to be designed for him alone, although most of his assignments and his instruction are likely to occur in the context of a group, just as they would in the public schools. He is much more likely to be singled out for special tutoring than in the public schools. If he is a boarding pupil, he will have considerably more contact with faculty members than he would in a public school setting. In addition, he will have incomparably more assigned study time under some sort of supervision, chiefly in the evenings.

Equipment and Materials. There is less equipment and materials and what there is tends to be older. However, there are no significant differences in the kinds of instructional equipment, materials, and textbooks used. Independent schools buy the same kinds of items from the same kind of manufacturers and publishers. There are no "independent school" textbooks which are distinct in content or instructional style from those used in public schools.

Buildings. The independent school building is less likely to have the modern steel and glass look of its public school counterpart, more likely to have the charm and inconvenience of age. The building will be less "institutional," more homelike, softer, more gracious. Its classrooms are considerably smaller than those in public schools, in keeping with the size of classes.

Grounds. The independent school has more acres of playfields and open ground per pupil than the typical public school, and it is more likely to be located in a quiet, distinctly residential setting. Sometimes it is difficult to distinguish the school from the large homes nearby. Its outdoor surfaces are less likely to be paved, reflecting less intensive use.

Graduates. Students leaving elementary school are likely to enter an independent secondary school, probably the one located on the same campus, if one exists. Students graduating from independent high schools go on to college in numbers that no public school could match. Seven of the largest independent high schools in Rhode Island sent a combined total of 98% of their graduates on to higher education in June of 1968. They entered colleges commensurate with their abilities, which were high, as stated earlier: about 120-125 IQ for graduating seniors, as compared with about 110 IQ for public school graduates. (T6)

Quality of Instruction. It is of course very difficult to measure the quality of education, partly because the purposes of schools differ, partly because there are no measuring instruments for many of those purposes, partly because the measuring instruments which do exist are not very good, and partly because the independent schools do not choose to use the same measuring instruments and thus cannot be compared to each other, much less to the public schools.

However, on the basis of the limited evidence available, it can be asserted that the independent schools do as good a job as the public schools, taking into account the higher ability of their students and the more favorable circumstances of the homes from which they come.

During its major study in 1968, the Commission made a comparison of 4th grade and 6th grade scores in reading, arithmetic, and work study skills taken from the Rhode Island Statewide Testing Program (which tests independent school pupils along with those in public and Catholic schools). The Commission found slight differences favoring public school pupils over independent school pupils in arithmetic reasoning, arithmetic computation, and work-study skills. In no test did the independent school pupils exceed the public school pupils of comparable ability. Nevertheless, the differences were so small that the Commission concluded the following: "We compared achievement in public schools with that in Catholic parochial schools and in private (independent) schools. We looked at results for high ability, average, and low ability pupils. We could find no major differences in pupil learning."[8]

Data were not available to the Commission and were not available during this study to make absolute judgments about the quality of instruction in the independent high schools. However, the evidence available on curriculum, faculty qualifications, class size, instructional equipment and materials, and classroom procedures in those schools--as well as their success in getting their graduates into college--leads to the expectation that independent high schools would be more successful than public high schools in achieving those objectives they hold in common.

Financing. Independent schools are supported by tuition, which furnishes about 85% of their revenue. Without tuition support, they would all close immediately. The roughly 15% of their revenue from other sources goes toward construction and small capital improvements, toward scholarships, and toward small extras that sometimes make the difference between a routine program and a distinctive one. (T7)

Tuition charges in day schools ranged widely but averaged about $1200 for pupils in the highest grades offered during 1967-68. The comparable figure for boarding schools was about $3000. (T6)

For those few schools fortunate enough to be endowed, endowment stands at about $1800 per pupil, which at an assumed yield of 5% produced an income of about $90 per pupil during 1967-68. While undoubtedly of great value to those few schools which have it, an endowment income at that level could provide a few quality extras but could not keep the school open a month if tuition income disappeared. (T6)

Gift income provides a few percentage points of total revenue. It comes chiefly from parents, trustees, alumni, and friends of the schools. Very little is collected from such outside sources as businesses and philanthropic foundations, or the church with which the school might be affiliated.

Trends over a Decade

A still picture taken at a moment in time tells less about independent schools than a moving picture taken over a period of years. The snapshot does not reveal whether the schools are growing or shrinking, getting stronger or weaker, destined to continue as a part of the scene or to disappear in a few years. The moving picture is essential to detect trends, to see how the schools manage to meet changing conditions, and thus to predict how they will fare in a rather unpredictable future. The question of chief interest in this study is whether the schools are adaptable, whether they can change with the times, whether they can persist with or without public support beyond the insignificant amount they are now receiving.

To construct such a moving picture, data for a decade were collected for a representative sample of 10 independent schools. Most of the large (over 150 pupils) schools were included in the sample. The result was 10 schools which enrolled about 70% of all independent school pupils in Rhode Island in 1968-69. Except for the fact that they were among the larger schools, they covered the entire range in age, type, grades offered, growth rates, tuition charges, overall quality, and all other significant features. (See Appendix E for a list of the 10 schools and their basic characteristics.) (T6)

The best source for such a hard-to-find historical record proved to be The Handbook of Private Schools, mentioned earlier. Presumably the schools reported consistent kinds of data to the Handbook throughout the decade and presumably the different schools reported identical types of data. The accuracy of what follows is of course limited by the accuracy of what the schools reported. The data did look reasonable on the surface and were free from sharp and unexplainable variations over the years. Moreover, they are closely confirmed by more recent data collected directly from the schools by questionnaire and interview during the current study.

To supplement the ten-year record for the sample of ten schools, a five-year record for a sample of six schools was constructed from questionnaires returned by six of the twelve schools which were visited for an interview with the headmaster and a tour of the facilities. The six schools cover the entire range of types among independent schools in Rhode Island on all important variables and seem to represent the entire set of independent schools adequately. Five of the schools appear both in the sample of ten and the sample of six. (T8)

In summary, some of the information which follows is for twelve schools, some for ten schools, and some for six schools. (See Appendix E for a list of schools appearing in each cluster.)

Whenever they are available, comparable trends for independent schools throughout the United States and New England are reported. (All such data come from NAIS and USOE publications.) This has been done because all independent schools are likely to be influenced by forces which know no state boundaries. Apart from the apparent health or illness of the independent schools now established in Rhode Island, the state over a long period of time is likely to have a set of independent schools similar to those elsewhere in the nation. Therefore the long-run trends in the other groups should help predict the independent school future in Rhode Island. In those cases where Rhode Island trends diverge from those elsewhere, it is assumed that the state will continue to act like itself, at least in the immediate future.

Unfortunately, separate data for New England are not published by the National Association of Independent Schools and it was not possible during this study either to isolate such data from records on file or to collect new data. New England might have made a slightly better backdrop for Rhode Island than the United States, although the difference would probably have been minor.

Two kinds of evidence will be examined: 1) measures of client support, and 2) measures of program quality.

Indicators of Client Support

The health of an independent school can be judged partly by whether parents, alumni, and other private individuals or organizations continue to support it. Data for nine indicators of support are presented below.

Number of Schools. The number of independent schools in Rhode Island dropped from 19 to 18 during the past 10 years. Three new schools opened but four closed. Significantly, all three new ones were high schools, while all four which closed were elementary schools. This is one evidence of an emerging preference for high schools. (T5)

Nationwide data are available for only the first half of the decade. The condition then was one of growth: elementary schools grew 17% while secondary schools grew 18%. Schools without a church sponsor grew much faster than church-sponsored schools: elementary schools over three times as fast and high schools over two and a half times as fast. Church schools clearly did not get their share of the growth. (T1)

In New England, the situation was distinctly different and totally out of keeping with national trends. Elementary schools, both those with and without church sponsorship, diminished in number. High schools grew only half as fast as they had elsewhere in the nation, but all growth was confined to schools without church sponsorship. There was even a drop in the number of church-related independent schools. (T1)

Past Enrollment. Rhode Island experienced two trends during the decade: 1) faster enrollment growth in high schools than in elementary schools, and 2) faster enrollment growth in schools without church sponsorship than in schools with church sponsorship. Except for those two movements, conditions were stable.

The *independent* schools gained only 3% more pupils during the decade compared to *total* pupil growth of 19% and *public* pupil growth of 30%. The ten-year independent school trend is a plateau with a shallow depression in the center. But splitting apart day schools and boarding schools reveals a difference. Redefining the decade as 1958-59 to 1967-68, Rhode Island day schools (usually elementary) actually lost a few pupils for the first five years, then regained them plus a few extras in the second five, leaving those schools 7% higher for the decade. Boarding schools (usually secondary) did better, growing during the first five years and stabilizing during the second five, realizing a gain of 31% between 1958-59 and 1967-68. (T4, T5, T6)

Unfortunately, data for the nation and New England are available only for the first half of the decade. During that time, Rhode Island's preference for high schools over elementary schools (21% growth compared to 13%) was not duplicated elsewhere. New England treated both equally (24% and 25%) but the nation actually reversed the Rhode Island pattern (19% growth in high schools vs. 42% in elementary schools). (T2)

On the other hand, the state, the region, and the nation all agreed in their desire for non-church schools[21]--at least at the elementary level. schools by a wide margin: US 70% vs. 31%; NE 31% vs. 11%; RI 60% vs. an actual drop of 11%. At the high school level, Rhode Island persisted in its non-church preference (35% vs. 15%), as did New England (25% vs. 16%). The remainder of the United States treated both types equally. Recent data from a study of growth rates among 598 independent schools during the past two years show that day schools grew faster than boarding schools, elementary schools grew faster than high schools, and co-educational schools grew faster than schools for boys or girls only. (T2, T9)

The cross-trends are difficult to interpret, but the following conclusions seem reasonable: the future is not as bright for church schools as for non-church schools. Rhode Island supporters of independent schools are expressing a growing preference for high schools, a preference strong enough to justify optimism about the future of those schools. Sluggish growth at the elementary level must be taken as a warning to independent day schools, for it suggests a gradual slipping of parental interest--unexplained by the data gathered for this study.

There is a double meaning here for Rhode Island public schools: Slow growth in the independent day school sector means that the public schools will receive in the future, if present trends continue, some elementary pupils who would have entered independent schools in earlier years. On the other hand, rapid growth in the independent boarding sector is no indication that public high schools will lose pupils because most boarders come from other states, not from Rhode Island.

Future Enrollment. Private schools in Rhode Island predicted their own future enrollment somewhat optimistically, if the sample of six reported in Table 61 is typical. At least in 1968-69, they expected the future to deliver more than the past. All together, they expected a 16% rise in enrollment between 1967-68 and 1969-70- a 35% rise by 1974-75, and a 69% rise by 1979-80. These are more hopes than actual plans, although enough construction is already under way to account for a 10% rise in two years. Boarding schools, which have been growing, see a slowdown, and day schools, which have not been growing, see a speedup. (T6, T8)

Slow growth, not too different from the past decade, seems the best prediction. Rhode Island *resident* enrollment in independent schools has grown only about 1/3 of 1% per year for the past decade. Those schools could grow nine times as fast (3% per year, the national average) for the next 10 years and have added fewer than 1500 resident pupils. Since Rhode Island's public school enrollment is growing at about 2%-3% each year, the state's independent schools could grow at the national rate of 2%-3% and yet gain no larger share of the state's pupils. A 3% rate is unlikely. Independent schools will probably grow far less rapidly than that, leaving an increasing proportion of the state's pupils in public schools. (T4, T9)

However, it must be pointed out that, speaking solely in quantitative terms, it does not matter to the public schools in Rhode Island whether the independent schools close their doors altogether. Independent schools enroll such a tiny fraction of all Rhode Island resident pupils (2,500 or about 1%) that it would make no difference. In all but one of the past nine years the Rhode Island public schools have absorbed more new resident pupils than are enrolled in all the independent schools put together. (T4)

Summing up, future growth should be slow for Rhode Island's independent schools. High schools should do just a bit better than others. Boarding schools and schools without a church sponsor should do relatively well.

Qualified Applicants. "Waiting list" is not the right term for those who are turned away, though qualified to enter, because of lack of room. They may not wait, but decide to enroll permanently elsewhere.

The sample of six independent schools in the study reported turning away 225 qualified applicants five years ago, 359 last year. (Each count may contain duplications, since parents may apply to several schools.) The excess of demand over supply may be taken as a sign of health, an indication of parental interest and potential support. Needless to say, high schools were preferred, though not as strongly as five years ago. (T8)

Comparable data for the United States were not available, but one study by NAIS showed that its members received more applications in 1968-69 than in the year before.

Tuition Charges. Tuition payments are the economic lifeblood of an independent school. With costs rising as rapidly as they have been for the past decade, tuition rates have had to go up regularly. The willingness of parents to meet these charges and continue their children in the schools is a clear indication of support.

Rhode Island day school tuition rates have advanced 96% in the past 10 years; boarding rates have gone up only 50%, presumably reflecting the fact that costs for room and board have not risen as sharply as costs for teachers' salaries. The dollar figures must be adjusted for inflation and for the rise in real per capita disposable income during the past 10 years so that they can be properly evaluated. When adjusted, they shrink dramatically. A day tuition increase of from $600 to $1175 becomes instead an increase of from $600 to $713, or only 19%. A boarding tuition increase of from $1935 to $2900 becomes instead a drop of from

$1935 to $1760 or a decrease of 10%. In short, it costs the typical person a higher proportion of his income to place a child in an independent day school today than 10 years ago; at the same time, it actually takes a lower proportion of his income to enroll him in an independent boarding school today than 10 years ago. These adjustments help explain why parents can keep up the payments. (T6, T10)

Not every school raises tuition every year: in a typical year about half the schools raise their charges. (T6)

Similar data for the United States and for New England over the same period show an almost identical pattern: tuition rates up about 2/3 in day schools, up about 2/5 in boarding schools. And while not every school raises tuition every year nationwide, about half of them do (actually about 2/3 in each of the past three years). (T11, T12, T13)

Although each school knows best what tuition charges its parents will accept and can gain very little guidance from data in a study such as this, there is a hint in these data that Rhode Island independent schools are not reaching quite as high in tuition charges as parents have been willing to go in New England and elsewhere in the United States. Throughout the ten-year period Rhode Island has had no tuition rates at the very top of either the regional or national range. Of course the calibre of those top-tuition schools cannot be judged from the data available, and it may be that Rhode Island independent schools are charging the proper maximum. Nevertheless, the suggestion that there is a bit of unused leeway for additional parent support is a positive predictor for future revenues in Rhode Island. (T12, T13)

Non-Tuition Revenue. Tuition revenue must pay the basic annual operating costs of an independent school; unless it does so, the school cannot stay open long. But tuition revenue rarely stretches beyond those basic costs to pay either for capital improvements or for the quality extras which can make an independent school distinctive and appealing. Non-tuition revenue must be sought for these purposes.

A steady flow of non-tuition revenue means that support is coming from people who are not receiving direct, immediate benefits for their money. It usually means that the school has established itself as an institution worth preserving, an institution of general value to the community, contributing more than its immediate crop of graduates. It means that the school has been able to create an environment of support extending beyond the parents of its current students and reaching into the circle of former parents, alumni, trustees, and friends of the school who regard it highly though never having received any personal benefits.

Non-tuition revenue has held steady at around 21% recently for the sample of six Rhode Island schools in Table 8, down slightly from 24% five or six years ago. (Individual schools differ greatly in this as in every other respect: some get more than 21% of their revenues from non-tuition sources, while some get every single dollar from tuition.) The money comes chiefly from endowment and from gifts, with a small amount from other sources. Almost none is from the government or philanthropic foundations. (T8)

Across the United States, other independent schools are not doing quite as well as those in Rhode Island in raising funds other than from tuition. Nationwide the non-tuition sources averaged about 15% compared to Rhode Island's 21%. Endowment income as a percentage of total income is higher in Rhode Island than elsewhere; gift income is a bit higher; miscellaneous income is not quite as high. The pattern is favorable for the state. Confidence could be stronger if data were available for all eighteen independent schools in Rhode Island, for these six may not be a perfect sample. However, given that limitation, the favorable results can be taken either (1) as an indication that Rhode Island schools are attractive to those who are not their immediate clients, or (2) as a second indication that the schools in the state are not using all the available leeway for higher tuition charges. Either way, the data indicate economic health. (T7, T8)

Endowment Income. This is the most cherished kind of income. Most schools have none and understandably envy those who do. It is very difficult to set aside for an endowment the dollars which are badly needed for current purposes. Often it cannot be done. But once an endowment fund has been created (usually through special gifts not intended for current purposes) the income is steady and predictable and requires no annual effort to maintain.

Only five of the ten schools in Table 59 have an endowment. The figures are averaged as though the endowment belonged equally to all five schools. The result is an endowment-per-pupil figure for all five schools of $1018 in 1958-59, rising to $1813 in 1967-68. Though it is an unpleasant duty, re-expressing the current figure in 1958 dollars shrinks it considerably, just as in the case of tuition charges. Similarly, the endowment yield (earnings) at an assumed steady 5% per year over the entire decade, stood at $51 per pupil in 1958-59 and $91 per pupil in 1967-68, an apparent improvement of $40 per pupil but much less in constant 1958 dollars. (T6, T10)

The same kind of deflation can be arrived at by computing what percentage of a tuition charge the per-pupil endowment income would have paid in 1967-68 compared to 1958-59. The answer is that it would have paid 8.5% of the average day school tuition 10 years ago but only 7.7% of it today. On the other hand, thanks to the slower rise in boarding rates, the endowment yield would have paid only 2.6% of the boarding charge 10 years ago but 3.1% of it today.

In summary, endowment income is keeping pace with rising costs, an achievement which is an indicator of school support and economic health.

Indebtedness. Views differ, some holding that going into debt for capital improvement is a desirable way to get benefits for the school immediately and pay later, while others hold that with interest charges being we know what and the future being we know not what, it is wiser to pay as you go. Taking the second, more conservative view (and knowing what the reader will not learn until later--that the schools have been improving their plants while keeping out of debt), it will be assumed that debt is undesirable. The data for the sample of six schools show these schools making total debt payments of only 1% while spending 7% on capital outlay. Debt payments were even lower in previous years, while capital outlay was much higher. For example, the 1965-66 debt payment was 4/10 of 1% of total spending while the capital outlay in that year was 23%. This is paying-as-you-go as though your very life depended on it--which may be an apt image. (T8)

If improving without borrowing is a measure of economic well-being and good money management, then by that measure the independent schools of Rhode Island (assuming these six to be typical) are in superb financial condition.

Scholarships. Independent school scholarships are of two kinds: (1) for faculty children, and (2) for those of high ability and low income. (Some would distinguish a third type, recognizing it as "financial aid" to a student of ordinary ability but great monetary need.)

Scholarships for faculty children are simply an alternative form of faculty compensation, presumably non-taxable, and are entirely different in purpose from scholarships meant both to broaden the character of the student body and to give a first-class education to bright but impecunious children.

The ability to give scholarships of the second (or third) type usually indicates support for the school from sources other than tuition payments and from persons other than current parents. It is true that some schools grant scholarships out of current tuition revenue, thereby causing today's parents to give almost direct support to children not their own, but independent schools customarily try to raise scholarship money in other ways. There are usually so many fixed demands placed against current tuition revenue that scholarships, if they are to be afforded at all, must be limited to funds raised especially for that purpose.

About 8% of Rhode Island's independent school pupils received scholarships in 1967-68, down a bit from five years before (chiefly because one church-related school ended its special support of choir members who sang in both the school and the church). The 8% figure for the state can be compared to the 10% figure for the nation, which has not changed in nearly a decade. Thus Rhode Island, on this measure of school support, is doing about as well as the remainder of the nation. (T8, T14)

Indicators of Program Quality

Another measure of the health of an independent school is whether it continues to improve its program. Data for nine indicators of program improvement are reported below.

Pupil/Teacher Ratios. Rhode Island independent schools have maintained favorable pupil/teacher ratios for the past 10 years, enabling them to maintain small classes. The state ratio of one teacher for every nine pupils is better than the national average, which has been only one teacher for every 11 pupils over the same period. (T6, T15)

Not all the professional staff members have been assigned to the classrooms as enrollment has grown, as evidenced by a slight rise in class size over the past five or six years. A stable pupil/teacher ratio with a rising class size means that non-classroom specialists such as guidance counselors, librarians, and reading specialists are being added. No matter how the school chooses to assign staff members, a stable pupil/teacher ratio of 9/1 means that Rhode Island's schools are measuring up well on this quality indicator. (T8)

Class Size. Class sizes of five years ago were contrasted with class sizes for 1967-68 by headmasters in the sample of six schools. The data show that typical class size in regular academic subjects (English, social studies, mathematics, science, and foreign languages) rose from 13 pupils to 15 pupils in the elementary schools and from 12 to 14 in the high schools. These sizes are in keeping with those in independent schools nationwide; they stand at about half the public school average. (T8)

Faculty Salaries. Good teachers will not stay in independent schools unless they receive regular salary raises that keep their pay competitive with that in other independent schools. Public school salaries are not an exactly appropriate standard since many independent school teachers do not have or would never exercise the option of transferring to a public school for higher pay. Moreover, private school teaching has its own forms of non-monetary compensation: small classes, selected students, freedom from most community pressures, a pleasant environment, and so on. Those attractions may be handsomely supplemented by free or inexpensive faculty housing on the grounds, in the case of a boarding school. For these reasons, cash salaries for independent school teachers have long lagged behind those for public school teachers, but this has not kept independent schools from attracting and keeping faculty members.

The approximately 100 teachers in the sample of six schools were paid a median salary of $5650 in 1962-63 and a median of $7000 in 1967-68, for a raise of $1350 during the five-year period. (Individual teachers probably did better than this; these data are for change in the median, which is affected by retirements, new teachers, and many other factors.) Starting salaries moved up by about $800-$1000 in Rhode Island during the first half of the decade, which can be compared to about $700 for schools across the United States during the last half of the decade. Thus, while Rhode Island independent school salaries stood below those in public schools both at the start and at the finish of the decade, they apparently kept in line with salaries in other private schools across the country. (T8, T 16)

This can be read as an indication of steady faculty quality. That interpretation tends to be confirmed by evidence on faculty quality in the measures which follow.

Faculty Degrees. Non-degree teachers became a bit less common and master's degree teachers a bit more common during the past four years. By 1967-68, non-degree personnel had decreased from 17% to 12% of the faculty while master's degree personnel had increased from 29% to 32%. But this improvement left the Rhode Island schools just below the national standard as the decade drew to a close. By 1968-69, the average school elsewhere was down to 6% non-degree personnel (compared to Rhode Island's 12%) and up to 32% master's degree personnel (compared to the state's 34%). (T6, T17)

By improving even slightly their ability to attract and retain a better educated faculty, the Rhode Island independent schools seem to be holding their own in a competitive market.

Faculty Experience. Experienced teachers cost more and they are worth it, according to past studies. However, there is reason to doubt that teachers get much better after their first 20 years in the classroom. The best balance of cost and quality is a faculty well distributed over the range, with a high proportion in the five to twenty years bracket. Too many young teachers means economy at the expense of quality and too many old teachers means quality at an excessive price.

Between 1962-63 and 1967-68, Rhode Island independent schools made a decided improvement in the experience distribution of their teachers, reducing the proportion of those with less than five or more than twenty years, and raising the proportion in the five to twenty years bracket from 31% to 49%. (T8)

Steady quality in the classroom at lower cost is a sign of efficient operation.

Faculty Turnover. The schools are holding their teachers better than they did five years ago. There are fewer first-year teachers, clear evidence of lower turnover, and more teachers who have stayed in their present school from one to nine years than was the case five years ago. (T8)

Capital Improvement. The past three or four years have been marked by steady spending to improve buildings and to purchase equipment for independent schools. For the sample of six schools, over 25% of all spending went for capital purposes in 1965-66 and again in 1966-67. There was little new construction the next year and the rate dropped to about 8%. (T8)

A school's ability to make capital improvements usually reflects its ability to raise special funds for the purpose. Thus it is a twin sign that people are interested in the school and that it is becoming a better place for learning.

Value of Plant. There was a steady increase in value of plant per pupil in seven schools in the sample of ten. The figure rose from $2384 in 1958-59 to $4899 in 1967-68, an increase of 105%. Re-expressed as 1958 dollars, the increase becomes about 55%. This shows the independent schools to be improving their physical environment for learning and is another indicator of improved quality. (T6, T10)

Graduates Entering College. Perhaps the most widely valued of all quality indicators is the percentage of an independent school's graduates who enter college. On this measure, Rhode Island's independent secondary schools have continued to rank very well throughout the entire decade, with 97% to 99% of their graduates being admitted to college. Independent schools nationwide do not rank as high on this measure as those in Rhode Island; moreover, the national group has been slipping down a bit over the past decade, while Rhode Island has not. (T6, T18)

While the schools themselves do not deserve all the credit for placing their selected 120 IQ pupils into college, their continuing ability to contribute to that achievement is an indication of quality that will lead to additional support from parents and friends of the schools.

18 Measures of Client Support and Program Quality--A Summary

Rhode Island independent schools give strong evidence of steady client support and of stable or improving program quality. Although they are growing more slowly in enrollment than other independent schools nationwide and are educating a slowly shrinking fraction of Rhode Island's pupils, they nevertheless show no serious weaknesses. They are getting better and they are keeping their clients, the two clearest indications of success an independent school can expect to exhibit. The future looks favorable for the independent school in Rhode Island.

Desire for Public Assistance

Are the independent schools in Rhode Island seeking help from the state government in the form of money or services? That question was asked of 12 headmasters during interviews. Some answered immediately; some answered after conferring with their trustees. The headmasters gave an assortment of answers, some in conflict with others, but they revealed fairly consistent viewpoints though speaking for 12 distinctly different schools. What they said is summed up below, with no effort made to record every individual viewpoint.

The headmasters were asked the following eight questions:

1. Are you interested in any form of public assistance? The typical response to the question was, "What did you have in mind?" The conversations then proceeded something like this:

INTERVIEWER: Well, suppose the state were to make psychological testing available.

HEADMASTER: Yes, we would be interested in that. Sometimes we have students with special problems who need psychological testing.

INTERVIEWER: What other form of public assistance are you interested in?

HEADMASTER: What else do you have in mind?

INTERVIEWER: Let's say the state were to set up an excellent film library and make it readily available to independent schools.

HEADMASTER: Certainly we would want to use that.

INTERVIEWER: And what else?

HEADMASTER: Can you tell me some other services that might be available?

In short, although most of the headmasters expressed an interest in receiving public assistance, almost none of them had a list of services which they were actively seeking. Three or four headmasters said they were definitely not seeking public assistance, either because they feared the state control that might come with state funds or because they had so few Rhode Island residents that they did not expect help from the state.

2. Do you now receive any form of public assistance? Half the headmasters reported federal milk or lunch subsidies. Ten of the twelve reported receiving from $200 to $500 under the federal ESEA Title II, which supplies library books and services.

All the elementary schools reported taking part in the Rhode Island Statewide Testing Program, but most added that this was a headache rather than a help and that they could get very little benefit from the tests, which are given in grade 4 and grade 6 statewide. (The Commission recommended in its Final Report last year that the Statewide Testing Program be completely revamped from top to bottom.)

A scattering of other programs was mentioned, with no more than two or three headmasters naming each. No school was touched by ESEA Title I, the federal program for disadvantaged pupils, indicating the absence of such pupils from independent school rosters. However, two or three schools mentioned each of the following: ESEA Title III supplementary enrichment services, the State Textbook Program, health services, transportation supplied by local school districts, and the use of film collections or libraries in the local school districts. There was almost no use of Channel 36 ETV.

All in all, the amount of public assistance going to these schools was so limited as to make little difference in the quality of their programs and none in their ability to survive.

3. What kind of assistance would you like? The following were identified by about half the headmasters: remedial reading teachers and other specialists for children with learning problems; psychological testing and psychological counseling; access to a well-stocked, convenient film library; part-time teachers for Chinese, Russian, and other languages rarely taught in high school; instructional equipment and materials, especially in audio-visual form; and scholarships to bring in students from economic classes which cannot afford to send children to independent schools. Other items such as sex education films and a computer network were mentioned by fewer than half the headmasters.

Most of these services are the kind that are too expensive for a very small school to afford. The independent schools are very small.

4. Do you now operate any program jointly with any other school, private or public? Most headmasters said, "Yes," mostly with other independent schools. The programs mentioned were both instructional and recreational; some took advantage of a course or a physical facility in a neighboring school and some were used to overcome smallness, as when two schools shared a music director. About half the events were used to bring boys and girls together for recreation or instruction. The annual Slater Mill student art exhibit was mentioned frequently. There were also a few seminars, one or two cases where advanced students were pooled for a course, times when pupils from one school went to another to hear a concert, and cases where some pupils were placed together to form a glee club or produce a play. Despite these instances, cooperative programming is uncommon.

Most of these schools are miles apart and sometimes there is no public school nearby. This perhaps explains why joint programs are rare. Joint purchasing and similar cooperation in the financial realm were almost never mentioned, although small schools can gain through joint financial efforts.

5. Would you favor joint activities with public schools at no cost to you? The headmasters said they were generally favorable if the multiple problems of distance, scheduling, sports competition among diverse teams and the like could be solved. Many said they had no objection to such joint activities but doubted their feasibility. Some preferred to work with other independent schools.

6. Would you like to have publicly-supplied teachers? Headmasters were doubtful about this. The half who said "Yes" tended to specify limiting conditions: teachers must have views compatible with the religion taught in the school; the scheduling of such teachers had to be meticulously

planned; teachers would be used only for segments of a program or for working with individual pupils; and one headmaster, perhaps expressing the views of several, said he would prefer to be given the cash to hire his teachers.

7. Are you interested in dual enrollment? This is a plan in which a pupil registers in both a public school and an independent school, splitting his school day or his school week between the two. Most headmasters were plainly opposed; the few who favored dual enrollment set definite limits upon the plan, saying that it would be useful only for some pupils and only for such subjects as science where the independent school might not have adequate laboratories for pupils in grade 8 or grade 9.

8. What degree of public control would you be willing to accept along with public assistance? "The less the better," said the headmasters. For many it was an uncomfortable question. One or two said they were not seeking the assistance and did not want the control. Many saw controls as likely companions to assistance and as something which could not and should not be resisted entirely, however.

The headmasters' greatest concern was that the state might want to require that their teachers be certificated. While most independent school teachers in Rhode Island hold bachelor's degrees or master's degrees, many have not had the education courses needed for certification. It has long been a point of pride for independent schools that they can employ college graduates with sound academic backgrounds who are not available to the public schools because they do not meet certification requirements.

Summary. Most independent schools could use some form of public assistance and would take it if offered. On the other hand, few are actively seeking such assistance and the difference such aid would make to their programs would not be crucial. At present, independent schools receive only a few hundred dollars worth of help, most is from the federal government in the form of milk subsidies and library books under ESEA Title II.

There are a few joint programs among independent schools or between the independent and public sectors. The headmasters said they are not opposed to joint activities with public schools but they doubt their feasibility. They suspect that publicly-supplied teachers would not fit comfortably into their programs. They are opposed to having more than a few students enroll part-time in the public schools.

What they would appreciate most would be to get help with things a small school cannot get at a reasonable price per pupil: teachers for rare courses, a skilled psychologist for the occasional pupil who needs one, a remedial reading specialist for certain pupils, audio-visual equipment, and a first-class film library. They would also appreciate scholarships to bring in students who cannot now afford to come. If public assistance were to be offered, the headmasters would like few or no strings attached.

Catholic Schools in Rhode Island

One question sums up the overriding impression one gets after a few months of studying the system of Catholic education: This is a system?

It is not a system. It is a conglomerate of elements which fit together in a curious way to constitute what must be the greatest voluntary achievement in the history of American educational institutions. It is a collection of units fully as complex and diverse as the Catholic church within which those units are imbedded. It is held together by a set of remarkable voluntary agreements worked out by Catholics in the last century when they believed their church faced a crisis in this country. That crisis has passed. With its passing and with succeeding developments those voluntary agreements appear to be loosening. The result is that some the components of Catholic education, no longer sustained by the social compact that created them, are weakening and show some signs of failing.

It would be well to start by looking back to the beginning of Catholic elementary and secondary schools in the United States.

Brief History of Catholic Education in the United States[9]

The few Catholics who lived in Colonial America (about 1% of the population in 1775) found the environment hostile to them and to the conduct of Catholic schools. A very few elementary schools were opened but soon closed; two college preparatory high schools (each with two teachers) were created by they did not last; no colleges or universities were founded.

Catholic Schools Emerge. The adoption of the Constitution of the United States began to change the social climate, however, and Catholics began to grow slowly in number. Before long they began establishing schools. In 1801 the first Catholic elementary school operated by women religious and supported by tuition opened in Maryland, followed there by the first free parochial school for boys and girls in 1809. More elementary schools of both types followed along with a few high schools of each type, slowly at first, but then the rate leapt up in the late 1840's when many women religious fled Europe and began staffing both elementary and secondary schools in the United States. Then as now, the schools depended both upon tuition and upon the contributed services of the clergy and religious teachers.

Catholic Immigrants Arrive. Waves of Catholic immigrants from Europe surged upon the shores of the largely Protestant United States in the next 50 years, especially during the 1880's and 1890's. The desire of those immigrants to become genuine Americans weakened their ties to native country and native language and threatened to weaken their allegiance to native faith. The vigorously Protestant, sometimes anti-Catholic, public schools (which began to be created in great numbers after the Civil War) were seen by many Catholic clergymen as the most direct threat to the Catholic faith, especially to that of second generation Americans eager to merge with existing culture.

Preservation of the Faith. Clergymen began to urge the building of Catholic parochial schools to preserve the Catholic faith. Exhortations started as early as the First Provincial Council of Baltimore in 1829. (The Catholic Diocese of Baltimore was the nation's first.) They were echoed loudly by later Provincial and Plenary Councils in Baltimore in 1833, 1837, 1852, and 1866. The Third Plenary Council of Baltimore, convened in 1884 at the crest of a great new wave of Catholic immigration, put teeth into its urgings: it formally decreed that every pastor must immediately build a parish school and that parents must enroll their children. Parish elementary schools began to grow rapidly in number, but most parishes found themselves with a problem they could not solve for the next century: they were too small to build high schools. (It takes two or three times as many pupils to fill a good high school as a good elementary school--if per pupil costs are to be kept reasonable.) Some small parish high schools were opened, chiefly in populous city parishes. Private high schools operated by religious institutes also grew more numerous, and the first diocesan high school was built in Philadelphia in 1890. But the parish was then as now the predominant sponsor of schools; its inability to go beyond elementary schooling helps explain the tiered shape of the Catholic school population pyramid today, with its sharp cutback after grade 8.

Parish schools were usually free to the children enrolled, with general parish revenues supplementing in a modest way the major contributions of time made to the schools by the clergy and religious teachers. Following the direct advice of the Second Plenary Council of Baltimore in 1866, and probably motivated by economic necessity as well, parishes hired lay teachers only in emergencies.

Growth Since 1920. Catholic parochial elementary schools expanded in number and enrollment after World War I and again after World War II, partly because of favorable economic conditions and partly because of suburban growth. New churches arose to create schools in new suburban communities, especially after World War II.

Catholic secondary schools likewise boomed in the postwar 1920's and again in the postwar 1950's and 1960's. The great growth of the 1950's and 1960's occurred in central diocesan high schools, not in parish high schools. The parish high schools actually declined during those two decades, with some small schools being consolidated into larger diocesan, and occasionally interparish, schools.

Shortage of Religious Teachers. The growth in Catholic elementary and secondary enrollment since World War II has been remarkable, outstripping even the public school rate. It has also outstripped the supply of Catholics in religious vocations who teach. That supply grew only slightly (12 1/2%) from the mid-1950's to the mid-1960's,[10] and is actually dwindling today.[11] Perhaps partly as a result, Catholic enrollment growth nationwide reached its peak in 1963-64 and since then has been in a modest decline for the first time in recent history. The drop is occurring chiefly in parish elementary schools, for several reasons to be explored later in this report. (T21)

Brief History of Catholic Education in Rhode Island

The history of Catholic education in Rhode Island is a replica in miniature of the picture for the United States, faithful in virtually every detail.[12]

In Rhode Island, the Catholic Colonial population was tiny. Though less restricted than Catholics in most of the thirteen other colonies, they established no permanent schools. After decades of very slow growth, the Catholic population swelled in the 1840's when the potato famines in Ireland brought thousands of immigrants into the state. Rising to 5,000 in 1843, Rhode Island Catholics grew in number to 14,000 by 1850, then doubled and redoubled in the next 20 years. The trend continued upward.

The earliest events in the history of Catholic schools foreshadowed the future. That is to say, most of what is happening today has happened before. This is one reason the history is worth telling.

Rhode Island's Favorable Climate for Catholic Schools. With an occasional exception, the climate of opinion in Rhode Island was quite conducive to the establishment of Catholic schools from the mid-1800's onward. As an example, the General Assembly in its compulsory attendance law of 1854 left the choice of school, public or private, to the parent. (It took 70 years for the United States Supreme Court to confirm that decision for the nation in an Oregon case, *Pierce v Society of Sisters*, 1924.) And even before 1854, the Rhode Island Commissioner of Public Education had staunchly supported private schools, championing them whenever repressive bills were introduced into the legislature.

Nevertheless, in mid-century most Catholic children (being employed as factory workers) were not enrolled in parish schools. Even by 1860 only six of Rhode Island's fifteen parishes maintained schools with daily attendance. In that year only 5% or 6% of the total Catholic population (which would have amounted to less than 20% of the Catholic children) attended Catholic schools.

The First Parish School Creates a Demand for Religious Teachers. The first parish was formed in 1828; the first parish school was opened in 1843 (St. Patrick's in Providence) and the second in 1845. The opening of these schools created on a microscopic scale the classic teacher supply and demand problem which always occurs during periods of rising Catholic enrollment: pupils arrive before teachers are available. The solution was as classic as the problem: both these schools operated with lay teachers until the Sisters of Mercy supplied religious teachers in 1851. Virtually every school which followed these pioneers had to start the same way.

Other Familiar Problems. Other problems of the time have an entirely familiar ring today. St. Joseph's in Providence opened a school with lay teachers in 1852, simultaneously with the forming of the parish. Sisters of Mercy came as teachers in 1854, but financial trouble closed the school in 1855. It reopened in 1856, but financial trouble closed it again in 1858, and it did not reopen for 20 years. St. Joseph's was not alone, as the record of another mid-century parish reveals: "The Pastor, work as he may, cannot get time, and certainly cannot obtain the money, if any, to devote to school purposes, yet he feels that the religious, as well as the secular, education of the children is a positive necessity, and that the Sisters' services must be procured for the children at any sacrifice on his part."[13]

Efforts to educate children in the Catholic faith outside of parochial schools drew the same kind of criticism then that it does now: Bishop O'Reilly in 1852 was not the first or last clergyman to feel as he did that the Catholic Sunday schools were "feeble auxiliaries to Catholic education. For under such circumstances the bare rudiments of religion can be offered; religion does not enjoy its role of center and core of the entire curriculum."[14]

Immigration to Rhode Island. The years 1860 to 1920 represent years of growth for Catholic schools in Rhode Island. Immigration was the explanation. The Irish came before the Civil War; the French-Canadians, Italians, Portuguese, Polish, Lithuanians, and Syrians came afterwards. Foreign stock comprised 38% of the state population in 1865; and 50% in 1875; and 70% in 1910. Roman Catholicism, the religion of most immigrants, had become the faith of 51% of the population by 1905, making Rhode Island the only state with a Catholic majority. By 1872 the state had become large enough to justify the establishment of the Diocese of Providence, which was in that year split off from the Diocese of Hartford.

Catholic immigrants, largely unskilled workers, settled in the industrial cities. Severe fluctuations in the fortunes of the industries caused severe financial hardships for the Catholic churches and schools serving these people. Those fluctuations have continued into the present decade, with similar effects.

Baltimore Decrees of 1884 Spur School Growth in the State. The Baltimore decrees of 1884 mandating a school in every parish were felt in Rhode Island as elsewhere. The Diocese of Providence enacted legislation in 1887 under which Bishop Harkins enforced those decrees. Any pastor who did not quickly open a school in his parish could be removed from office; only "grave difficulties" would excuse him. Under these conditions, and because of an enormous leap in immigration during the next 15 years, pastors began opening elementary schools twice as fast as before; several parishes that had done without a school for years soon had one under way. Yet financing and staffing were still difficult. Even by 1900 only 26 of the 56 parishes were operating elementary schools. The 7% of all Catholics attending Catholic schools in that year showed little gain over a comparable figure of 5% or 6% in 1860.

Slow Growth of Rhode Island High Schools. As was the case elsewhere across the expanding country, Catholic high schools in Rhode Island came a bit later (eight years) than elementary schools and developed slowly. Some succeeded and some failed, perhaps for reasons that apply today. St. Xavier's Academy for girls opened in Providence in 1851 as a private school founded by the Sisters of Mercy; an academy for boys was opened in 1852 as a parish high school by the Cathedral of SS. Peter and Paul in Providence. The girls' private high school was owned by the religious institute and staffed by religious teachers; it charged $75 for tuition to cover room and board; and it succeeded in staying open. The boys' high school, on the other hand, was owned by the diocese and staffed by lay teachers; it advertised itself as "affording a cheap and thorough classical and commercial education;" and it closed within three years. Two ingredients in the traditional formula for institutional success seem unchanged today: substantial tuition charges and a high priority for staffing by a religious institute, the second being assured for any school owned by an institute. Like later Catholic high schools, the earliest were expected to prepare a small fraction of their students to enter religious vocations. This helps explain the interest of an institute in quality staffing for its own schools.

That the parishes were expected to be the sponsors of high schools is indicated partly by the fact that, after opening LaSalle Academy in 1871, the Diocese itself did not open another diocesan high school for 50 years. Just as was the case with others nationwide, the parishes in Rhode Island could not open high schools during the last half of the century. For example, the 1890-1905 spurt in elementary school growth (10 new schools opened; enrollment went up from 8,000 to 14,500) could not be matched by high school growth (two opened but two others closed; however, high school enrollment did go up from 700 to 1000). High schools lagged behind elementary schools even in physical appearance, usually opening in the classrooms vacated when a new parish elementary school was built.

The reason for sluggish high school growth was probably that, like most other Americans, Catholics thought until about World War I that high schooling was necessary only for the few who were bound for college.

Post-War Expansion in Rhode Island: A Preference for High Schools Emerges. After World War I Rhode Island Catholics changed their minds about the value of Catholic high schools and they have not changed back. In the four decades between 1920 and 1960, Catholic elementary school enrollment doubled, going from 20,300 to 40,700. During about the same time, Catholic high school enrollment went up 6 1/2 times, from 1350 to 8650. While the cost of placing 7300 more pupils in high school was not as great as placing 20,400 more pupils in elementary school, the shift in relative emphasis is noteworthy. The preference for high schools (the source of that preference will be analyzed later) continued into the 1960's. While both elementary and high schools have reached a peak and are curving downward in enrollment as the decade comes to a close, high schools are keeping more of their pupils than elementary schools.

Post-War Shift to the Suburbs. Most of the growth in Rhode Island after World War II took place in the suburbs, with the largest industrial cities stagnating or declining. Younger families moved to the suburbs to raise their children. Catholic parochial schools were sharply affected by this population shift, with suburban parishes gaining pupils while city parishes lost them. Today both suburban and city parishes are losing pupils, with the cities losing faster.

An Overview of Catholic Schools in Rhode Island

The purpose of this study is to describe the Catholic non-system and to project the probable consequences of alternative public policies upon it. An overview of the size and condition of the entire establishment is given below. The overview is followed by an analysis of the size, governance, and financing of each of the three different types of Catholic schools: parish, diocesan, and private. Distinguishing between the three types is important because they are undergoing somewhat different influences and would not be affected identically by any given public policy.

Comparable data for the United States and New England are reported, when available, to serve as a backdrop for Rhode Island trends.

Percentage of Catholic Children in Catholic Schools Declining. Solid evidence on the proportion of Catholic children attending Catholic schools is not available for Rhode Island, New England, or the United States because the Catholic dioceses do not make a careful annual census. Pastors do include the number of Catholic children in each parish in their annual reports to the Chancellor, but these statistics are often based on out-of-date censuses which were not always carefully made.

Two estimates are available for the nation, both made from relatively small but representative samples. In 1963-64 Greeley and Rossi[15] placed elementary enrollment at about 45% of the eligible Catholic children, while in 1962-63 Neuwein[16] placed the figure at about 50%. Greeley and Rossi placed high school enrollment at about 33% of eligible Catholic children and Neuwein did the same. Thus the best evidence available is that just under 50% of the Catholic elementary children attend Catholic schools, while about 33% of the eligibles attend Catholic high schools.

There is some evidence that in heavily Catholic areas the proportion of children who attend Catholic schools is lower than in areas where the Catholic population is not so high. At least a suggestion of this can be found by looking at data on the number of Catholic students receiving religious instruction during the school day. Such children are either enrolled in full-time Catholic schools or are enrolled in public schools and released to attend religious instruction. The proportion of such Catholic children who get their religious education in full-time Catholic schools is considerably higher across the United States than it is in more heavily Catholic New England and in heavily Catholic Rhode Island. It is worth noting the decrease in proportion of Catholic children receiving religious instruction during the school day who are enrolled in regular full-time Catholic schools. This is happening in Rhode Island, elsewhere in New England, and across the United States. (T19, T20, T21)

Greeley and Rossi and Neuwein made their studies early in the decade. It seems quite clear that since then the percentage of eligible Catholic children enrolled in Catholic elementary schools has been declining. The same thing has been true, but to a lesser degree, for Catholic high school children. The change can be judged by noting that the general Catholic population has increased 13% during the eight-year period 1961-1968 and that the number of Catholic children has increased along with it. Enrollment in Catholic schools, on the other hand, has declined 10% during the same period after having reached a peak in 1964-1965. This change has occured in Rhode Island, elsewhere in New England, and across the United States.

Number of Schools Declining. There are 128 Catholic elementary and secondary schools in Rhode Island in 1968-69. Since some of these schools are simply the lower and upper portions of a 12-grade school, the actual number of educational institutions is less than 128. (T21)

The elementary school trend line for the current decade shows very modest growth year by year, but that growth has been interrupted by a decline in the past year. There were 97 schools at the opening of the decade. The number climbed to a peak of 112 two years ago. One school closed the next year and five closed last year. There has been more talk of school closings and at least six of today's 106 elementary schools have announced that they will not re-open their doors in the fall. (T21)

The number of high schools has changed little in the past 10 years. There were 19 at the opening of the period and 22 at the close, down one from the recent peak of 23. More closings or consolidations are under active consideration and it seems that some of the 22 may disappear within the next year or so. (T21)

Statistics for the nation and New England come from two different sources: The Official Catholic Directory and the Summary of Catholic Education. Since they differ slightly, both are sometimes cited and identified as Directory and Summary.

Taking 1959-60 as the same starting point for high schools, and measuring to the peaks (1963-66), there were 21% (four) more high schools in Rhode Island, but only 1% more in the United States and 1% more in New England. At these modest high points, the trends reversed; the decade ended with Rhode Island having only 16% (three) more and the United States having only 89% as many high schools as 10 years before. Thus Rhode Island rose higher than the nation, stayed up longer, and has not fallen as far. This is a small but consistent indicator of preference for high schools over elementary schools in Rhode Island--a preference not shared nationwide, it seems. (T19, T20, T21)

Number of Pupils Declining. There were 42,316 Catholic elementary and secondary pupils in Rhode Island in 1968-69. That was only 91% of what the enrollment was 10 years ago. (T21)

The elementary pupil trend line for the current decade shows no peak--simply an even plateau for the first eight years and a definite tilt downward for the last two. Enrollment today is only 86% of what it was 10 years ago. (T21)

The high school trend line is quite different. It rose rapidly in the first part of the decade, up 23% by 1963-64, then began to drift back down. The 1968-69 enrollment was only 15% higher than 10 years ago. Like the number of schools, the enrollment figures show the high schools to be holding up better than the elementary schools. Still, there is genuine cause for concern even about the high schools. (T21)

Rhode Island Catholic school enrollment stood at 27% of the state total in 1959-60. In 1968-69 it was only 21% of the state total. The decline in percentage is due equally to the decline in Catholic school enrollment and to the steady rise in public school enrollment. Although national data are not available for 1968-69, Rhode Island may already have lost its position as the most nonpublic school state in the nation. (T4)

Rhode Island Catholic school enrollment has already dropped to the 21% that at least one projection had scheduled as not happening until the year 1995. In a study made for the Commission during 1966-67, trends in Catholic school enrollment up to that time were projected into the future. It was assumed that no new forces would arise to influence the trends then under way. The projection indicated that at the then current rate of change, Catholic enrollment growth would be gradually outstripped by public enrollment growth. The projection envisioned that by 1995 Catholic schools would enroll only 21% of the state total. Obviously, strong new influences have come into play and are rapidly shaping the future of Catholic schools--influences not fully anticipated even two years ago. (T5)

High school enrollment nationwide, while up 27% for the decade, has kept none of its recent gains and is beginning to nose downward. New England enrollment has been on a five-year plateau, showing neither an upward nor downward trend. (T19, T20)

Cross-Currents in School Expansion and Consolidation. For the past 10 years, Catholics nationwide have been pursuing two quite different school policies, or at least experiencing two quite different trends, one as the elementary and the other at the high school level.

More elementary schools for fewer pupils has been the story nationwide for the past 10 years. This has been especially true for New England and most especially true for Rhode Island, which added 9% more schools while losing 14% of its pupils. The effect has been to increase the number of small schools. Average enrollment per school in Rhode Island dropped 21%

(from 409 to 324), while school size in New England dropped only 12%, and that in the U. S. dropped only 9%. The state has chosen an expensive policy to pursue. If it was not an intentional policy, it certainly has been an expensive trend to experience. (T19, T20, T21)

More pupils for fewer high schools has been the policy throughout the nation; energetic consolidation of schools during the past decade was required in order to house 27% more pupils while closing 11% of the schools from coast to coast. Rhode Island has made another choice, or experienced another trend: the state has been adding schools as well as adding pupils. This is a great deal more expensive than what has happened elsewhere. In 10 years New England achieved a 23% rise in enrollment with only a 4% rise in number of schools. The kind of consolidation reflected in such figures has not occurred in Rhode Island, which has had to bear the high cost of operating small high schools for an average of 370 pupils (unchanged since 1959-60), while New England managed to raise its average high school size from 307 to 394, and the United States as a whole raised its average high school size from 347 to 491 during the same period of time. The data appear below as percentages. (T19, T20, T21)

Trends for the Decade: 1959-60 to 1968-69

Percentage of Change

		Schools	Pupils	Average No. Pupils per School
Elementary	Rhode Island	+9%	-14%	-21%
	New England*	+8	-5	-12
	United States	+1	-9	-9
Secondary	Rhode Island	+16	+15	0
	New England*	+4	+23	+28
	United States	-11	+27	+41

*1967-68 data.

As the Commission pointed out in its Final Report last year, small high schools must be either very narrow in program and modest in quality or else very high in per pupil cost. Of Rhode Island's 22 Catholic high schools, 17 enroll fewer than 125 pupils per grade--close to the absolute minimum for variety with economy. Most of those schools are too small and should be consolidated to improve offerings and to lower per pupil costs.

Number of Teachers Increasing. The Catholic schools of Rhode Island have been adding teachers while losing pupils.

While pupil enrollment is only 91% of what it was 10 years ago, the number of teachers is 123% of what it was then. (T21)

This entire increase is accounted for by growth in the number of lay teachers. Lay teachers showed a tremendous growth to 406% of what they were, while religious teachers dropped to 95% of their former number. (T21)

Much has been said nationally and in Rhode Island about the addition of lay teachers to make up for the withdrawal of religious teachers. Nothing of the sort has happened. The enormous growth in the number of lay teachers in Rhode Island Catholic schools has not been triggered by the disappearance of religious teachers. In proportion to pupils, religious teachers are as plentiful as ever. In fact, there are more religious teachers available for the pupils enrolled than there were 10 years ago. That is, although religious teachers stand at 95% of what they were 10 years ago, pupil enrollment has dropped to 91% of what it was then. (T21)

There is a slight difference between elementary and high schools. The pupil/religious-teacher ratio in elementary schools stands at 42/1, just as it did 10 years ago. The pupil/religious-teacher ratio in high schools has actually dropped during the decade, from 28/1 to 26/1, reflecting the fact that the number of high school religious teachers has grown faster than the number of pupils. (T21)

To express the matter another way: Rhode Island Catholic schools could eliminate every single lay teacher from their classrooms and the class sizes would be no larger than they were in 1959-60. In fact, high school class sizes would be slightly smaller than before. In one sense, then, every lay teacher in the Rhode Island Catholic schools is "extra." (T21)

Lay teachers, it would appear, were added to the schools in order to reduce class size below the objectionably high levels of 1959-60. Undoubtedly, this was desirable; indeed, it may have been mandatory if the schools were to keep their pupils. However, this policy decision has been extremely expensive. It alone can account for all the financial difficulties the Catholic schools in Rhode Island have experienced up through 1968-69.

In summary, the Rhode Island Catholic schools 10 years ago embarked on a policy of reducing class size drastically. Religious teachers were not available for this purpose and lay teachers were employed instead. This policy was extremely costly and is rapidly becoming unsupportable under present methods of financing Catholic schools.

The emerging preference for Catholic high schools, rather than elementary schools, previously evident among lay Catholics, is visible here among religious teachers. The supply of religious teachers for Catholic high schools has risen and is holding quite steady in contrast to the declining supply for elementary schools. (T21)

Across the nation, the picture is almost exactly the same as in Rhode Island. While the number of pupils stands at 98% of what it was 10 years ago, the number of faculty members has risen to 124% of what it was then. All of the faculty growth has come about through the addition of lay teachers, who stand at 218% of what they were in 1959-60, while religious teachers stand at only 93% of their 1959-60 level. (T23)

There is a nationwide difference between elementary and high schools, just as there is in Rhode Island. Elementary religious teachers number 88% of what they did at the start of the decade, while elementary pupils number 92%. Thus the number of religious teachers is declining faster than the number of pupils. At the same time, the number of high school religious teachers stands at only 106% of what it was when the decade opened, while high school enrollment stands at 131%. This means that the number of pupils has far outstripped the supply of religious teachers, in direct contrast to the situation in Rhode Island. (T23)

Nationwide, in the elementary schools, lay teachers were added to bring about a substantial reduction in class size over the past 10 years. Something different has happened at the high school level nationally. Lay teachers were added not to decrease class size but to take care of rising pupil enrollment for which religious teachers were not available. (T23)

Thus, unlike Rhode Island, the United States as a whole could not eliminate all lay teachers from Catholic schools and continue to operate with class size being no larger than it was in 1959-60. While elementary class size would not increase much if all lay teachers were eliminated, secondary class size would go up sharply: about 25% on the average. (T23)

New England data are not available for the past three years, but for most of the decade the picture was essentially the same as in Rhode Island. Comparing 1959-60 to 1965-66, we find the following relationship between numbers of pupils and numbers of teachers: enrollment and religious teachers went up hand-in-hand, with enrollment going up to 106% and the number of religious teachers going up to 107%. It is evident that lay teachers were not needed to replace religious teachers. (T24)

The relationship differed little at elementary and secondary levels. Elementary enrollment and elementary religious teachers both stood at 101% of what they had been earlier; high school enrollment stood at 127% of what it had been, while high school religious teachers stood at 121% of their former figure, lagging slightly behind pupil growth. In very sharp contrast', lay teachers rose to 232% of what they were before, showing that New England, like Rhode Island, added lay teachers in great numbers during the decade, evidently in order to reduce class size. As in Rhode Island, large classes at the elementary school level were the target; there was little effort made to reduce high school class size by adding lay teachers, probably because high school classes were thought to be reasonable in size when the decade opened. (T24)

Lay Teachers as a Rising Proportion of the Total. By the end of the decade, Rhode Island, New England, and the United States had all shifted the composition of their faculties. The proportion of lay teachers was of course much higher. To repeat once again, these lay teachers were not brought into these schools to replace disappearing religious teachers; instead, they were brought in primarily to decrease class size and secondarily to take care of new enrollment.

Lay teachers constituted only 9% of the Rhode Island Catholic school faculty in 1959-60, but the proportion rose rapidly to 29% by 1968-69. The rise was most dramatic among elementary schools, which had a smaller percentage of lay teachers than the high schools in 1959-60. By the end of the decade, elementary and secondary schools had exactly the same percentage of lay teachers: 29%. Across the United States in 1959-60, Catholic schools had far more lay teachers than the Catholic schools in Rhode Island had: US 24% as compared to RI 9%. The same thing is true in 1968-69: US 43% and RI 29%. Thus Rhode Island Catholics are only now facing a financial problem which Catholics in other states were facing, and in some cases solving, a few years ago. (T21, T23)

Early in the decade the picture for New England was virtually identical to that for Rhode Island, with lay teachers comprising 11% of the Catholic school staff in 1959-60 and 22% by 1965-66. Data for New England Catholic schools covering the last three years are unavailable. (T24)

Pupil/Teacher Ratio and Class Size Drop During the Decade. In Rhode Island the reduction in pupil/teacher ratio accomplished by the enormous increase in lay teachers (a rise to 406% during the decade) is dramatic proof of the success of the Catholic effort to cut class size. Pupil/teacher ratio for all Catholic schools dropped from 36/1 to 26/1 between the years 1959-60 and 1968-69. Cuts were made about equally in the elementary and secondary schools; the elementary schools dropped from 39/1 to 30/1 and the secondary schools dropped from 24/1 to 18/1. (T21)

The same thing happened nationally at the elementary level, with a drop from 42/1 to 33/1 during the decade (leaving classes larger than in Rhode Island). However, a similar improvement did not occur at the high school level, perhaps because the United States high school pupil/teacher ratio was already at 20/1 in 1959-60 (in contrast to the Rhode Island ratio of 24/1) and did not need much improvement. Ten years later the nation stood at 19/1, down only a bit from the 20/1 of ten years before. (T21, T23)

In New England, pupil/teacher ratio was cut from 35/1 in 1959-60 to 31/1 in 1965-66. (Data are not available for the last three years.) Virtually all the reductions took place at the elementary level, with the ratio dropping from 40/1 to 36/1. The high school pupil/teacher ratio stayed about the same. Again, Rhode Island's preference for secondary schools seems to be even stronger than that in the rest of New England. (T24)

Faculty Characteristics. All religious teachers and all lay teachers in Rhode Island Catholic schools were invited to respond to a lengthy questionnaire, giving their attitudes and opinions about Catholic education. The questionnaire included items on teachers' backgrounds, from which the following data were compiled.

Rhode Island religious teachers -- educated and experienced. A total of 947 elementary and secondary religious teachers provided information about themselves. The 947 teachers represented 89% of the 1069 religious teachers in Rhode Island Catholic schools in the fall of 1968. (T25)

The vast majority (92%) of religious teachers are female. The great majority of them, of course, teach in elementary schools. (T25)

It is difficult to find any fault with the age distribution of religious teachers. Half of them are under 40 years of age; half of them are over 40. Moreover, 25% are 30 years old or younger, and only 16% are in the 41-50 category. The remaining 35% are over 51 years old, with about 10% being over 64. In short, there is a very favorable distribution of age along with much classroom experience--and all this at modest cost. Finally, there is no evidence here that the supply of young religious teachers is drying up. That trend is widely predicted and may show up in the immediate future, but it is not evident in Rhode Island classrooms as yet. (T25)

Unlike teachers in other schools, women religious teachers do not interrupt their careers to raise a family. Thus they accumulate far more years of classroom experience than other teachers their age. Almost half Rhode Island's Catholic religious teachers have over 20 years in the classroom. A remarkable 29% have over 30 years of teaching experience. Although Catholic schools have many teachers with fewer than five years of experience, only 12% of all religious teachers are in that category. (T25)

The age and experience distribution of religious teachers is in sharp contrast to what it would be in a public school setting and cannot be judged by the same criteria. Public schools are often advised to avoid having too many highly experienced teachers because (1) they are expensive and (2) a large group may retire in a brief period of time and suddenly deprive the faculty of mature personnel. The situation is different in Catholic schools. Older, more experienced religious teachers cost almost exactly the same as beginning teachers. The extra experience is free.

On the whole, the religious teachers are well-educated--in contrast to the lay teachers in Catholic schools. Although 18% of the religious teachers lack college degrees, 58% of them have bachelor's degrees and 24% have master's degrees. (A sample of religious teachers from 37 parish elementary schools shows them to be not quite as well-educated as religious teachers in other schools. In the parish sample, only 16% hold master's degrees while 66% hold bachelor's degrees.) However, not all of the 82% who have bachelor's degrees or higher could be granted certificates under present state regulations. (T25, T26)

Religious teachers were asked two questions about their satisfaction with their current teaching positions. This was done because it is widely suggested that religious teachers are becoming dissatisfied with their work and may soon withdraw from teaching in great numbers. Whether that will happen and how it might be prevented are matters under intense discussion by Catholics today. There is, of course, some evidense that a withdrawal is already taking place. The first question proposed an alternative to the regular subjects the teachers are now teaching. It was: "Would you like to teach religion full time?" In response, 22% said they would, 23% said they were uncertain, and 55% said they would not. That such an alternative could attract so many teachers, and cause thought among so many more, ought to be of interest to Catholic leaders who are re-thinking how the religious education aims of the Church might best be achieved. However, an interest in teaching religious full time is not tantamount to unrest about one's present work, as the second question showed. (T25)

The question of job satisfaction was asked directly in these words, "Are you satisfied with your present apostolic assignment?" In answer, 64% said that they were satisfied while only 12% said they were not satisfied. However, an impressive 24% were undecided. If the undecided group should decide in favor of a vocation other than teaching, the loss of their services to the Catholic schools in Rhode Island would be very significant educationally and very expensive economically. (T25)

Rhode Island lay teachers -- limited education and experience. A total of 357 lay teachers--78% of the 451 teaching in Rhode Island Catholic schools--answered the questionnaire and supplied background information about themselves in the fall of 1968. What follows is based on their replies. Data for lay teachers in the sample of 37 parish schools show a quite similar pattern. (T26, T27)

Most lay teachers are female, but not by such a high percentage as the religious teachers. Two-thirds of all lay teachers are female as compared to over 90% of all religious teachers. (T28)

Lay teachers are much younger than religious teachers; 58% of them are under 30 years old and only 12% are over 50 years old. Evidently turnover is high. A full 54% of them have taught in Catholic schools for two years or less. Only 13% have been in those schools for 10 years or longer. Adding lay teachers to the religious teachers shifts the average age of the staff sharply downward. It is worth noting that most of these lay teachers evidently will not last into their middle years to become a part of a mature faculty, but will leave the schools before long. (T28)

Presumably the lay teachers interrupt their teaching careers to raise families, much as lay teachers do in any kind of school. Half of them are married: only 36% are single and not engaged. (T28)

Many lay teachers in Catholic schools are poorly educated, in addition to being young and inexperienced. A full 40% of them lack bachelor's degrees. An estimated 20% of them have less than three years of college education. Master's degrees are held by only 5%, in clear contrast to the 24% of religious teachers with master's degrees. Finally, not all of the 60% who hold bachelor's degrees could be certified under present state regulations. (T26)

The allegiance of lay teachers to Catholic schools is an important factor in assuring the continuation of Catholic education. As lay teachers fill more and more Catholic classrooms, their commitment to the enterprise becomes increasingly important to its future. The willingness of many lay teachers to accept salaries somewhat lower than they might command in public schools has been an important subsidy of Catholic education. Although that subsidy is rapidly disappearing as Catholic lay teachers seek higher salaries, it is useful while it lasts. Again, the willingness of lay teachers to accept fairly large classes, to get by with little equipment and few materials, and to do without the help of such specialists as remedial reading teachers, guidance counselors, and librarians, are predictors of how well the Catholic schools will be able to hold those lay teachers as faculty members in the future. To get predictive data, the lay teachers were asked three questions.

"What outranks salary in persuading you to teach in a Catholic school?" The most frequent answer was "the discipline and atmosphere of respect" (33%). Other lay teachers singled out "the significant mission" of the schools (20%). Miscellaneous other factors were mentioned. The important thing is that the factors checked on the questionnaire are probably permanent characteristics of Catholic schools and presumably will keep their appeal for these lay teachers. It is probably highly significant that only 13% of the 357 lay teachers said that they would leave Catholic schools for a higher salary offer elsewhere. If their answers represent their true feelings, the 87% who say a higher salary would not attract them away must be counted as having strong allegiance indeed. (T28)

Further evidence of their allegiance is given by the 41% who say that they have been offered a public school teaching job but have turned it down. (T28)

Lay teachers were asked to name the one school condition most in need of improvement. Three items tied for first place: teacher salaries, equipment and materials, and class size. There was a scattering of other answers. It must be recognized that the salaries, materials, and class size improvements called for by the lay teachers are all expensive. Significantly, only 1% put faculty morale as the condition most needing improvement. Again, it is noteworthy that they report a very high degree of allegiance to Catholic schools despite their belief that salary levels, materials, and class sizes are not all that they should be. Evidently the lay teachers are willing to live with these shortcomings in preference to teaching in public schools. (T28)

School Buildings and Grounds--Mixed in Quality. It seemed important to assess the quality of Catholic school buildings and grounds, not only because physical facilities are important in the education of children, but also because there is the possibility that public authorities might be asked at some time to operate schools in those facilities. Therefore, a special on-site survey of a representative sample of 26 Catholic schools in the Diocese of Providence was conducted.

The 26 schools were randomly selected from a complete diocesan listing. Their representativeness was then confirmed by church officials who inspected the list of schools which had been drawn. The sample included seventeen parish elementary schools, one parish secondary school, one diocesan elementary school, three diocesan secondary schools, two private elementary schools, and two private secondary schools--an excellent representative sample of all kinds of schools and school buildings in the Diocese.

A rating scale was used to record 20 separate features of each building interior and exterior as well as the grounds around it. The schools rated highest in site area and condition, in basic plan features, in exterior conditions, and in administrative services. They rated lowest in special classrooms, in flexibility, in adaptability, in expandability, and in physical education, cafeteria, and auditorium spaces. On overall ratings, eight schools scored Good, fifteen scored Fair, and three scored Poor. Not surprisingly, the schools scoring Good averaged only 13 years in age; those rating Fair averaged 48 years in age; and those rating Poor averaged 94 years in age. (T29)

About 40% of the Catholic children are in buildings rated Good and about 30% are in buildings rated Fair. The remaining 30% are in buildings rated Poor. Buildings rated Poor should either be completely remodeled, where that would suffice, or else be closed. (T29)

The poor schools are usually small. This makes them appropriate targets for consolidation into larger units with better buildings. (T29)

The total value of the Catholic school plant was determined for all Catholic parish elementary schools and all Catholic diocesan high schools from a recent appraisal conducted by an industrial appraisal company retained by the Diocese to appraise school buildings for insurance purposes. The value of Catholic parish elementary school buildings (cost of new reproduction, less depreciation), the value of fixed equipment, the value of the building inventory and the architect's fees which would be needed should the building be destroyed were included in the totals. All Catholic parish elementary schools in the Diocese were appraised at a total of $41,308,521, giving them a value of approximately $1204 per pupil enrolled in 1968-69. (T30)

All Catholic diocesan high schools were appraised at a total of $7,145,427, for a 1968-69 per pupil value of $2207. Appraised values were not available for Catholic private schools. (T30)

The total appraised value for all parish elementary and diocesan high schools, not including land values, is $48,453,948. (This is not necessarily the price for which the buildings would sell; that would be a matter for negotiation.) In considering all Catholic parish and diocesan school buildings as possible candidates for public subsidy or public operation, it must be remembered that approximately 30% of the enrollment capacity of these schools has been rated as Poor. That portion of the total Catholic plant could not be purchased and used in its present condition, considering the standards for buildings and grounds in most public schools. (T30)

There is no question that it would be less expensive to house pupils in the existing school buildings which are satisfactory than to construct new public facilities. Despite the various shortcomings of these buildings, they are adequate at least temporarily for housing 70% of the total Catholic enrollment. (T29)

Elementary School Curricula--What Is Taught. Since the Rhode Island Catholic School Office makes recommendations to all parochial elementary schools (recommendations based upon applicable law and state Department of Education regulations), elementary school programs are relatively uniform. The subjects taught differ little from those taught in the public schools: English language arts, arithmetic, social studies, science, foreign language, art, music, physical education--and of course religion. (T31)

The state minimum of 1500 minutes per week is allotted to the subjects common to all elementary schools of the state, with an additional 150 minutes per week spent in religious instruction. (T31)

Although the time recommended by the Diocese for each subject differs little in most respects from that of a typical public school, there are a few noticeable differences. First, the Diocese does not recommend the beginning of instruction in social studies and science until grade 4, whereas both subjects are started in grade 1 in most public schools. Secondly, parochial schools give over half of the instructional day to language arts in the primary grades and nearly half of the day in the intermediate grades. This is considerably more time than most public schools give to language arts. Thirdly, the amount of time dedicated to the teaching of arithmetic is somewhat less in the parochial schools than in the public institutions. Lastly, the most noticeable difference is in the teaching of French in parochial schools for 120 minutes per week in grades 1-3 and 150 minutes per week in grades 4-6. Public schools ordinarily do not teach a foreign language in grades 1-3 and allocate less than 150 minutes per week to it in grades 4-6, if they teach it at all. (T31)

In summary, the time used by parochial school teachers for religion and French is used by public school teachers for social studies, science, and more time in arithmetic.

Elementary School Instructional Practice--Methods of Teaching. Parochial schools, like their public counterparts, typically organize their pupils into grade levels by age. Parochial schools ordinarily include grades 7 and 8; many parochial schools have dropped grade 9 during the past decade and others will do so in the future.

The self-contained classroom with one teacher for 35 to 40 pupils is commonplace, but in the later elementary grades, especially in grades 7 and 8, pupils move to different teachers for different subjects. Some form of team teaching is occasionally used but nongraded programs are rare. On the whole, the use of innovative practices appears to be about as common--or as uncommon--in nonpublic schools as in public schools.

Books, equipment, and other instructional materials seem to be in shorter supply than in public schools, even after recent improvements brought about through the Rhode Island Textbook Loan law and federal ESEA Title II funds.

Elementary Pupil Intelligence and Achievement--What Is Learned. Catholic parochial school pupils average about 106 in I.Q. compared to public school pupils' average I.Q. of 103. The difference probably reflects the somewhat selective admissions policies of parochial schools, about half of which give entrance tests to applicants.

During its major study, the Commission examined data from the Rhode Island Statewide Testing Program for English and arithmetic in grade 4 and grade 6 and found that the state as a whole stood at about the national average in both grade 4 and grade 6 on all six of the tests used, but that the state's superiority in grade 4 had been partly lost by grade 6. The

Commission suggested that schools of the state are more effective in grades 1-3 than in grades 4-5. The results showed that students do better in arithmetic than in language, particularly in arithmetic computation, indicating that unusual emphasis was being given to arithmetic computation.

The Commission compared achievement in public schools with that in parochial schools and in independent schools. It looked at results for high ability, average, and low ability pupils. It reported that it could find no major differences in pupil learning in the three different types of schools.

High School Curricula--What Is Taught. The 22 Catholic high schools in Rhode Island offer courses in the standard academic subject fields: English, social studies, mathematics, science, and foreign languages. Courses in religion are also available in every year of high school. About one-third of the high schools offer business subjects, such as typewriting and bookkeeping. There are no other vocational courses. (T32)

Work in art, music, physical education, and other subjects outside that available in the normal college-preparatory curriculum is rare. Catholic high schools differ significantly from independent high schools in this respect.

High School Instructional Practice--Methods of Teaching. Despite occasional innovations, most high school instruction is quite traditional. The typical classroom finds the teacher lecturing or leading a discussion, especially in academic courses. Most teachers teach for five periods a day and have one other period of regularly-assigned duties. Because the high schools are small, the teacher is more likely to teach two or three different courses than he would be in a public school. (T33)

Instructional equipment and materials are not so plentiful as in public schools, although the book supply has been improved by the Rhode Island Textbook Loan Law. High school libraries tend to be limited in the size of their collections and in their staffing, although their collections have benefited from ESEA Title II.

High School Pupil Intelligence and Achievement--What Is Learned. Catholic high schools select their students by using admissions tests and by looking at the applicant's past school achievement. The resulting students average about 120 in I.Q. and are higher in academic motivation than typical public school pupils.

Unfortunately, Rhode Island has no testing program for high schools. The Commission last year had no way to get comparable data for various high schools except by using tests of the national College Entrance Examinations Board, which provide results only for some college-bound students. The use of these tests to judge pupil learning throughout the school has serious limitations.

Moreover, the Commission could not isolate College Board test data for nonpublic schools, either independent or Catholic, but could only analyze statewide performance by public and nonpublic school pupils combined. For college-bound students who took College Board achievement tests, it found the following: "There is considerable weakness in the teaching of science, mathematics, and history in Rhode Island schools. There is below-average performance in the teaching of foreign languages, particularly Spanish. In fact, of all the subjects tested, only in English and French (understandably in the case of French, which is spoken more widely in the state than it is nationally) did Rhode Island students manage even to score at the national average. For a state whose high schools are largely academic, a state whose pride is in college preparation, a state which clearly strives harder with the able college-bound group than with any other, these results leave something to be desired."

After examining College Board test data for high-ability students, the Commission concluded that the high schools of Rhode Island are no more effective for very bright than for typical college-bound students. The Commission double-checked its findings by using scores on the Advanced Placement Test and confirmed its previous findings: the most adequate showings were in English and foreign languages; the least adequate were in mathematics and science.

It cannot be said conclusively that these results are identical in Catholic high schools, but there is no evidence to indicate that the results would be very different.

Approximately 50% of the boys and girls who graduate from public high schools go on to college. About 75% of the boys who graduated from Catholic high schools in 1967 entered college, reflecting their higher-than-average I.Q. and academic motivation. The figure differed only slightly from what it was in 1962. (T34)

Only about 60% of the girls graduating from Catholic high schools in 1967 entered college, but this was much higher than the 46% who entered college after graduation in 1962. Most of the difference could be traced to the opening of Rhode Island Junior College in the intervening years. (T34)

One item of special interest is the percentage of Catholic high school graduates entering religious life. Although the data are quite limited, representing only one-half of the Rhode Island Catholic high schools, they indicate that more boys entered religious life in 1967 than in 1962 (6% of the graduating class compared to 4%). In contrast, they also indicate that only half as many girls did so (3% in 1967 compared to 6% in 1962). It may be nothing more than coincidence, but the dwindling ranks of religious teachers in Rhode Island is occuring among teaching sisters rather than among teaching brothers. This difference, of course, is a negative predictor for the future of parish elementary schools, where religious teachers are almost entirely women, and a positive predictor for high schools, where teaching brothers commonly spend their careers. (T34)

Catholic Private Schools in Rhode Island

Certain features of Catholic private schools which set them apart from diocesan and parish schools are singled out in this section for special comment.

Governance. Catholic private schools are owned and operated by religious orders and are largely independent of the dioceses and the parishes in which they happen to be located. The religious order has no official connection with the diocese or the parish and is not directly subject to the authority of the bishop in the diocese. Although a Catholic private school usually enrolls most of its pupils from the surrounding geographic area, it is essentially a national school in its form of governance, since the religious order which owns and operates it is essentially a national organization. In this respect a Catholic private school is like an independent school.

The Catholic School Board for the Diocese of Providence does not govern the Catholic private schools in Rhode Island. In fact, there are no school boards of laymen for these schools. Each private school is headed by a principal who is appointed by his or her religious superior in the order and is responsible only to that superior. In short, the Catholic private schools are in, but not of, the Diocese of Providence. Nevertheless, cooperative working relationships are common.

Number and Type. In 1968-69 there were eight private elementary schools and eleven private secondary schools in Rhode Island. Because five institutions contain both elementary and secondary divisions, the total number of institutions is fourteen. The number of schools has increased during the decade: there are two more elementary schools and three more secondary schools than 10 years ago. (T35)

Most of the elementary schools are co-educational; none of the secondary schools are. High schools for girls outnumber those for boys but are usually smaller, with the result that total enrollment of girls is not much larger than that of boys.

Most of the institutions are day schools but five also enroll boarding students at the high school level. Day students outnumber boarders by at least 10 to 1.

Enrollment. Catholic private schools enrolled about 6050 pupils in 1968-69--one-third elementary and two-thirds secondary. These private schools enroll about 2500 more pupils than do the independent non-Catholic schools in Rhode Island. In fact, when out-of-state pupils are subtracted from the rosters of both types of schools (using estimates, since actual data are, of course, not available) Catholic private schools enroll twice as many Rhode Island pupils as all independent schools combined. (T35)

While Catholic private elementary enrollment in Rhode Island today is only 90% of what it was in 1959-60, private high school enrollment is

127% of what it was at that time, down a few percentage points from its 1963-64 high of 134%. The private high schools are clearly faring better than the private elementary schools in attracting pupils. The preference for high schools, mentioned so often before, appears here as a choice made by Catholic parents who presumably can afford to choose whatever they like. (T35)

Like other Catholic schools, most private schools are small. Six of the eleven high schools enroll fewer than 200 pupils; four of the eight elementary schools enroll fewer than 200 pupils. The largest high school enrolls 800 and the largest elementary school enrolls 650.

If all 6050 Catholic private school pupils were Rhode Island residents (some undetermined but presumably small number are not), they would constitute exactly 3% of the state's total enrollment. It was said earlier that the closing of independent schools, which enroll roughly 1 1/4% of the state's resident pupils, would make no quantitative difference to the public schools, because they absorb more pupils than that every single year. What difference would the closing of all Catholic private schools make? In quantitative terms, it would make twice as much difference as the closing of all independent schools: that is, not much. The public schools regularly absorb 3000 pupils in a single year, and have absorbed 6000 pupils in a single year from time to time. (T4, T35)

Pupil/Teacher Ratio. Because the private schools do not report detailed information on their staffing to a central source in Rhode Island, three representative schools enrolling about 30% of all private school pupils were selected for special study. Direct inquiry was made to the three principals. What follows is based on their replies. (These three schools happen to have more elementary pupils than most; thus they show a drop in enrollment, whereas elementary and secondary private school combined enrollment is up 20% for the decade.)

The sample of three private Catholic schools showed a dramatic improvement in pupil/teacher ratio over the 10-year period 1958-59 to 1967-68: pupil/teacher ratio dropped from 25/1 to 18/1. This was accomplished by adding lay teachers, up from 9% of the faculty in 1958-59 to about 25% of the faculty in 1963-64 and thereafter and through the loss of about 160 pupils. Two religious teachers were also added. In short, Catholic private schools exhibit the pattern pointed out earlier for all types of Catholic schools combined: they have more religious teachers available in proportion to their enrollment than they had 10 years ago. (T36)

It is entirely clear that the lay teachers were not added to Catholic private schools to replace the religious teachers who had disappeared, but instead to cut class size or to upgrade services. Although the three private school principals reported very little change in class size (from 33 down to 32 during the decade) either they are mistaken or else almost all of the 22 staff members added during the last 10 years have been non-teaching specialists such as guidance counselors or librarians. (T36)

Teacher Attitudes. Do lay teachers in private schools have a stronger allegiance to their institutions than lay teachers in other kinds of Catholic schools? If so, that would be a positive predictor for the future of the private school as a type. The answer is that lay teachers seem to have only a slightly stronger allegiance to private schools. Of the 356 lay teachers answering the attitude questionnaire, 27 taught in private schools. A comparison of the answers of the two groups showed little or no difference on most matters. However, private school lay teachers were ahead on such "allegiance indicators" as these: 1) they had been teaching a little longer in Catholic schools; 2) they had a bit more public school experience but had chosen Catholic classrooms as their preference; 3) they were happier with their salaries and with their equipment and materials (though more insistent than other lay teachers about having public salary rates and smaller classes); 4) they were more convinced that Catholic schools are better for college preparation than public schools; and 5) they believed more strongly in Catholic high schools, which is where most of them were teaching. Yet even these differences were small. In summary, private school lay teachers do not differ much in viewpoint from other lay teachers, but where they do differ they appear to have a modestly stronger allegiance to their schools. This is a mildly positive indicator for the future of private schools.

What about the allegiance of religious teachers to the private schools as a type? Very much like lay teachers, religious teachers assigned to private schools differ little in their attitudes from religious teachers assigned to other kinds of Catholic schools. Where attitudes are not the same, allegiance to the private school seems to be slightly stronger. Of the 930 religious teachers answering the attitude questionnaire, 62 taught in private schools. Here are some typical "allegiance indicators" on which religious teachers in private schools were ahead of their colleagues: 1) they were happier with their job assignments, although they called for more change in Catholic schools; 2) they were more convinced that Catholic schools prepare students for college better than public schools do; 3) they had stronger beliefs in the value of high school education than other religious teachers had. Apart from the modestly stronger allegiance of religious teachers to private schools, there is some evidence of modestly preferential assignment of teachers to those schools by superiors in the religious orders. For example, of the teachers answering the questionnaire, 42% of those in private schools hold master's degrees in contrast to 24% of those in all Catholic schools. Or take another indicator: teachers with over 30 years in the classroom. Such teachers gradually lose their effectiveness. Only 23% of private school religious teachers but 29% of all religious teachers are in that category. Both the allegiance and the assignment indicators are modest positive predictors for the future of Catholic private schools.

Financing. No one in Rhode Island collects information on the financing of Catholic private schools. Because the schools report their finances only to the Provincial House which is the headquarters for the teaching order owning the school and which may not be located in Rhode Island, it was necessary to go directly to the principals of the three representative schools mentioned above. Data were collected for each of the last three years, for five years and for ten years.

Catholic private schools do not use the same system of accounting; consequently, it was necessary to put their figures into a common form. Catholic private schools do not clearly separate their funds from those used by the order for other purposes; therefore, it was necessary to attempt that separation. Finally, Catholic private schools do not maintain historical records of their financing in convenient and consistent form. Because more is remembered than is recorded, a change in principal can break the chain of memory. As a result it was necessary to estimate some figures.

The three private schools chosen for the sample represent a wide range in grades taught, in enrollment, in pupil/teacher ratio, in proportion of lay teachers, in tuition rates, and in other respects. Combining the financial data gives a description of the "typical" private school. (T36)

Three sources of revenue and two revenue substitutes support the Catholic private school today: 1) tuition, supplying about 75% of the cash needed; 2) miscellaneous sources such as fund drives and school sales, supplying about 20% of the cash; 3) subsidy by the religious order, supplying about 5% of the cash; 4) contributed services of religious teachers, who would lift total expenses by about 25% if paid lay salaries or by about 40% if paid public school salaries; and 5) contributed services of lay teachers, who would lift total expenses only about 2% if paid public school salaries because they are already paid at close to public rates.[17] (T36)

Over the past 10 years, tuition has supplied a shrinking proportion and other sources have supplied an expanding proportion of cash revenue. The religious orders have had to increase their cash subsidy in small amounts fairly regularly. Of course, this has been a matter of concern to them. However, the subsidy is small enough in the three sample schools that it could be eliminated by raising tuition rates $40 per pupil. In 1967-68, thanks to a drop in debt payments, the schools were able to put about two-thirds of their $78,000 subsidy aside as savings. (T36)

In 1967-68 the three sample schools charged $350 for day students, $1845 for boarders. These rates may be contrasted to much higher charges of $1175 and $2900 in Rhode Island independent schools, which have no religious teachers to contribute their services. Note that the patrons of Catholic private schools have not become accustomed to day school rates of $1000 and boarding school rates of $3000. If Catholic rates were to rise sharply, some parents might think hard about transferring students to public schools. (T6, T36)

Catholic private school tuition rates have just about doubled in 10 years--day rates a little more, boarding rates a little less. But when the higher charges are adjusted for the twin effects of inflation and rising real income, day rates are only 25% higher and boarding rates only 10% higher than 10 years ago. In comparison, independent day school tuitions have risen to about the same degree but independent boarding school tuitions have risen only half as much. (T6, T36)

Religious teachers comprise about 75% of the faculty in a typical private school but they receive only about 50% of faculty salary payments. In 1967-68, religious teachers were paid about $2200 each, considerably more than the $1300 paid to them in diocesan and parish schools. (All such "salaries" are of course turned over to the religious order, which in turn supports the teacher.) The best current estimates are that it costs the typical order about $3000 per year to maintain each member. The difference between each member's maintenance cost and salary income must be contributed by the order. (This subsidy of each teacher is in addition to the cash subsidy of about 5% which the order must make to its school.) It is understandable that the orders--which must supply religious teachers not only to their own private schools but to diocesan and parish schools as well--have recently pressed (successfully) for salary raises in parish and diocesan schools. Now the orders can reduce their subsidies to their teaching members in those schools. Beginning in 1969-70, the three-step salary guide for religious teachers in diocesan and parish schools will go up sharply from its present $1200-1300-1400 to $1800-1900-2000, a large increase but one which will still leave the orders subsidizing each teaching member by about $1000 a year. (T36)

Lay teachers in private schools were paid an average of $5700 in 1967-68, two and one-half times the $2200 rate for religious teachers. As a result, lay teachers absorbed about 50% of salary funds although they constituted only about 25% of the faculty. Perhaps not surprisingly, since the orders own the private schools, religious salary rates rose faster than lay salary rates between 1958-59 and 1967-68: a 40% rise as opposed to a 20% rise. (T36)

Catholic private school accounts are not kept in such a way that spending can be analyzed in detail. Even capital items are not recorded separately; moreover, the Provincial House often pays major capital items directly and they do not show at all in school accounts. It was possible in the three sample schools to get salary data and to separate debt payments into principal and interest.

Teachers' salaries constitute only 25% of expenses (in contrast to about 70% in public schools), and debt payments on school buildings make up about 20% of expenses (in contrast to about 10% in public schools). Most of the remainder doubtless goes for housing boarding pupils, for instructional materials, for operation of school plant, etc. (T36)

The Future of Catholic Private Schools. Elementary enrollment in Catholic private schools has dropped in the past two years after holding steady for most of the decade. The information gathered in this study makes it reasonable to predict a further drop at the elementary level in the future.

On the other hand, secondary enrollment stands exactly where it stood in 1961-62. Many indicators in this study suggest that Catholic secondary school enrollment will hold up reasonably well in the future, although this is admittedly nothing more than informed speculation.

About two-thirds of the pupils in private schools are already in grades 9-12. Furthermore, five of the private elementary schools might be fairly easily converted to secondary schools since they are in the same school plant. Thus the private schools are well situated to take advantage of the shifting Catholic preference for high schools.

No items of extraordinary expense loom ahead. Pupil/teacher ratio at 18/1 compares very favorably with that in Catholic schools elsewhere, not only in Rhode Island but also in New England and the remainder of the United States. Thus no large increase in teachers need occur. The religious orders presumably will want to continue assigning good religious teachers to their own schools, for reasons given earlier. Consequently, no influx of expensive lay teachers need be expected.

Religious teachers' salaries in private schools are closer to actual costs of maintaining religious teachers than those now paid in diocesan and parish schools and should not need to undergo the doubling of rates scheduled for 1969-70 in those schools. In fact, the doubling of religious teacher salary charges to diocesan and parish schools will reduce much of the financial drain the orders now experience in staffing those schools, making the orders better able to finance their own private schools.

A modest increase in tuition charges from $350 to $400, taken in two or three steps if necessary, will be sufficient to end the cash subsidy now paid by the order. The new rates would still be far below those in independent schools. The gradual introduction of the tuition increases probably can be accomplished without a loss in enrollment.

All in all, the Catholic private school should be able to hold its own financially in the future with little or no assistance. Undoubtedly, however, the consolidation of very small schools into larger units would allow for better high school programs at the same or possibly lower cost.

Catholic Diocesan Schools in Rhode Island

Nine Catholic schools are owned and operated by the Diocese of Providence. Certain characteristics of these schools set them apart from Catholic private and parish schools. Those characteristics are discussed in this section.

Governance. A diocesan school is owned, operated, and financed by the diocese as a central school, usually open to pupils throughout the diocese if they meet the admissions criteria.

The Bishop of Providence appoints a Catholic School Board to oversee the operation of diocesan and parish schools. Before 1961, board members were drawn entirely from the clergy, but in that year a new board was formed with lay members in the majority. The authority of the board is quite limited, but it is somewhat greater in the case of diocesan schools than in the case of parish schools. (As indicated earlier, it is virtually non-existent in the case of private schools.)

Each diocesan school is headed by a principal appointed by his or her superior in the religious order supplying teachers to the school. He is responsible to that superior; however, he does report on some matters to the Assistant Superintendent for Secondary Schools in the Catholic Schools Office. And, if he wants funds to add lay teachers or for some other purpose, he checks with the Chancellor of the Diocese. This pattern of responsibility makes the principal tend to operate somewhat independently of these sources of authority in his day to day decisions. His influence within the school itself is enhanced by the fact that members of his religious order customarily serve there as teachers.

Number and Type. There are nine diocesan schools in Rhode Island in 1968-69, one elementary school and eight secondary schools. The small elementary school has about 250 pupils and has been gradually shrinking in enrollment for 10 years. From time to time the control of a school is transferred from diocesan sponsorship to parish sponsorship, from private sponsorship to diocesan sponsorship, etc. The transfers exemplify the kind of cooperative working relationships which exist. However, the total number of schools sponsored by the Diocese of Providence has held absolutely steady at one elementary and eight secondary schools for the past 10 years. (T35)

All diocesan schools are day schools; no boarders are enrolled. Boys outnumber girls about three to one. All boys and girls attend separate schools.

Enrollment. Catholic diocesan schools served about 3650 pupils in 1968-69, with 3400 of them enrolled in high schools. Diocesan schools as a group are the same size as the independent schools in Rhode Island, or about half the size of the Catholic private schools. (T35)

Although enrollment in the single small diocesan elementary school has dropped steadily and is now only 58% of what it was 10 years ago, enrollment in the diocesan high schools stands at 107% of what it was then. Total diocesan enrollment is unchanged for the decade although there have been fluctuations from year to year, with high schools reaching a peak enrollment in 1963-64 and slipping somewhat thereafter. Overall, there is no clear trend of growth or shrinkage. (T35)

The stability in the diocesan high schools stands in contrast to the growth in private high schools. (There are four more private high schools than there were 10 years ago, and total enrollment is up to 127% of what it was then.) Unlike the religious orders, the diocese has followed a policy of not expanding its own high schools. (T35)

Diocesan high schools are small. Only two of the eight have more than the 400-pupil enrollment which may be considered the absolute floor for a quality high school program at reasonable cost. Four schools have 300 pupils or fewer. The largest school enrolls about 1500.

Students attending diocesan high schools are virtually all Rhode Island residents. They constitute a total of 2% of all school pupils in the state. Closing all diocesan schools would have more effect on public school enrollment than closing all the independent schools: the difference would amount to 1000 pupils. But closing diocesan schools would have less effect than closing Catholic private schools: that difference would amount to 2000 pupils. The numerical effect on the public schools of closing all diocesan schools would be equal to one year's normal growth in the public sector. However, it should be noted that almost all diocesan pupils are in high schools. Public high schools have not been absorbing 3400 new pupils each year. Moreover, the diocesan high school pupils would be more expensive to house and educate than elementary pupils.

Pupil/Teacher Ratio. Detailed information on the staffing of diocesan high schools for the past 10 years is not conveniently available from the Catholic School Office. Consequently, pupil/teacher ratios were gathered from three representative diocesan high schools enrolling about 60% of all diocesan school pupils. Data were supplied by the three high school principals.

The three sample schools reported a considerably higher proportion of lay teachers than did other diocesan schools--50% compared to 38% for all schools combined--as well as a faster pupil growth rate--up 16% from 1958-59 to 1967-68 compared to an actual decline of 6% for diocesan schools as a whole. The two statistics for the sample schools are directly connected: they grew in enrollment and, being unable to get enough religious teachers, resorted to hiring lay teachers to handle the new students. It was not the disappearance of religious teachers but the arrival of more students which caused the schools to add lay teachers. In fact, four religious teachers were added between 1958-59 and 1967-68.

The addition of sixteen lay teachers to supplement the four extra religious teachers was in such exact proportion to the numbers of entering students that pupil/teacher ratio scarcely wavered from its established level of 22/1 throughout the entire decade. (T35, T35, T38)

The diocesan high schools made no effort to reduce class size. The modest improvement reported by the principals can be traced to the fact that, like all Catholic schools studied, diocesan schools do not eliminate teachers when pupils disappear; instead they use the opportunity to reduce class size. (T37)

Like other Catholic schools, the diocesan schools have about as many religious teachers in proportion to their enrollment as they did several years ago. While the three diocesan schools in the sample slipped a bit in this respect between 1958-59 and 1963-64, they have held steady since then at one religious teacher for every 41 pupils. (T37)

Financing. Remarkable as it may seem to the outsider, no one in Rhode Island gathers regular information on the financing of diocesan schools. They have no genuine budgetary system; that is, their expenses are not carefully projected and submitted for approval to some central body. They are not expected to make thorough reports which can be reviewed and used for future planning. Arrangements are informal. If income exceeds expenses, as it did until about five years ago, it is saved for the future. If there is not enough income to meet expenses, a request is made to the Chancery office for a subsidy.

It is not that income and expenses are unanticipated; past experience of course offers a guide. It is that income and expenses are not locked together. Because the schools operate as an integral part of the Church, they can turn to general Church revenue if they run into a money shortage. This is what makes it possible for them to raise salaries, for example, and not raise tuition. They can look to the Church to make up the deficit. Or they could until now. Church officials have indicated that they can no longer meet the rising deficits of the diocesan schools. If that is indeed the case (this inquiry did not go into general Church revenues), then a new way must be found to bring revenues and expenditures into balance.

There are no financial records in a central location. The Chancery office collects no comparable statistics for the nine diocesan schools and the Catholic School Office collects no financial information whatsoever from those schools. Thus it became necessary to send accountants into the offices of the principals of three representative schools to collect information for 10 years through interviews. (It had already become evident that school records would not permit principals to answer a questionnaire extending back that far.) It was as difficult to get reliable information on diocesan school financing as on Catholic private school financing, except that diocesan figures are not so intimately intertwined with other finances of the Church. The diocesan schools do not use a common system of accounting and they do not use the kinds of definitions and categories which are well established in the public schools. Their financial history is very difficult to reconstruct. Estimates had to be used for some figures, but in other cases there were not enough clues even to make estimates.

The three schools chosen enroll about 60% of all diocesan high school pupils, as indicated earlier. While Catholic school officials in Rhode Island consider the three schools representative, it is not possible to be certain without data on the other schools. It is clear that the sample schools differ from some other diocesan schools in enrollment growth (faster) and in proportion of lay teachers (higher) as pointed out above. Despite this, their financing is presumably fairly typical of diocesan schools as a whole. All of what follows is based on data for the three schools.

Like the private schools, the diocesan schools have three sources of revenue and two revenue substitutes: 1) tuition, supplying roughly 80% of cash revenue until it dropped to 70% in 1967-68; 2) miscellaneous school revenue from sales and special events, supplying 10% of the cash; 3) a 16% cash subsidy by the Diocese of Providence, which became necessary for the first time in 1967-68; 4) contributed services of religious teachers, which would raise school spending 45% if paid for at lay salary rates or 50% if paid for at public school salary rates; and 5) contributed services of lay teachers, which would raise school spending only 1% if paid for at public school rates because lay teachers are already paid almost as much as they would earn in the public schools.[18] (T37)

Tuition is the mainstay of the diocesan schools today, just as it was 10 years ago. Over the decade, tuition revenue has fluctuated between about 65% and 80% of all revenue. It dropped sharply to 70% of the total last year when a diocesan subsidy became a new revenue source. (T37)

The three diocesan schools in the sample have been more reluctant to raise tuition charges than any other type of school. Tuition stood at $150 10 years ago and is only $250 today. Allowing for both inflation and rising incomes, tuition charges have not gone up by even one dollar in 10 years. The rate charged did not change at all for the three-year period 1965-66 through 1967-68 although school spending rose continuously. Considering rising incomes, this constituted a tuition cut. (T10, T37)

It is not clear whether or not parents will pay higher tuition. Certainly they are paying more for everything else they value. Parents in Catholic private schools and in nonpublic independent schools have sustained a higher rate of increase over the past decade than parents in diocesan schools and are paying higher fees today. Average diocesan tuition of $250 is $100 below the $350 charged in Catholic private schools and $925 below the $1175 charged in independent schools. It is clear that the parents of diocesan schools have not become accustomed to the rates which prevail elsewhere. If tuition rates were to be raised sharply, some parents might withdraw their children from diocesan schools. (T6, T36, T37)

Probably the most significant change in diocesan school revenue sources is the remarkable decline in non-tuition revenue, chiefly from sales and special events. Ten years ago those non-tuition sources supplied about 35% of the cash needed, but today they supply only 10%. When the decade began, parents and other school supporters could be expected to supply over $65 per pupil every year through sales and fund-raising events. At the decade's close the same sources were generating only $35 per pupil. Taking both inflation and rising income into account, those revenue sources are actually producing only 1/3 as much money as they did 10 years ago. The drop in non-tuition revenue made it necessary for the schools first to dip into their savings and second to seek a subsidy from the diocese. Neither step would have been necessary if the non-tuition sources had kept supplying money at their customary rate. (T10, T37)

Assuming that 50% of non-tuition revenue was collected from parents through special fees, sales, and gifts, if one adds that amount to direct tuition charges, and adjusts for both inflation and rising incomes, it becomes evident that the cost to a parent of enrolling a child in a diocesan school has not gone up at all for at least 10 years. Parental reluctance to pay more for diocesan schooling, coupled with what is evidently an unwillingness of other Catholics to buy diocesan education for the children of those reluctant parents, explains why the schools must seek outside financing. At the same time, parental reluctance to pay more creates some doubt about the strength of parental interest in diocesan schooling, no matter who is paying for it. More evidence of what may be fading parental interest lies in the fact that a smaller proportion of Catholic children attend diocesan schools than a decade ago. (T10, T37)

It is worth noting that Catholic private schools have had a remarkably different experience with non-tuition revenues. Ten years ago those sources yielded only about $35 per pupil, while today they bring in about $120 per pupil. Does this tell anything about Catholic interest in private as opposed to diocesan schools? Unhappily, an explanation of this remarkable difference in non-tuition revenue for the two types of schools is not available from the evidence gathered during this study. (T36)

For the first half of the decade, the diocesan schools were operated at a "profit" in the sense that they put aside a few dollars every year. However, by 1965-66, they were unable to save and instead had to withdraw funds from the bank at the rate of $50,000 annually. Two years later, in 1967-68, savings withdrawals fell short of the mounting deficits and the diocese had to step in to subsidize the schools at the rate of over $110,000 a year. (T35)

Religious teachers were paid about $1300 each in 1968-69, which is the standard rate for diocesan and parochial schools in the Diocese of Providence. Inasmuch as it costs a religious order about $3000 every year to support each of its members, the orders were subsidizing diocesan schools at the rate of approximately $1700 per teacher in 1968-69. However, the actual cash value of the subsidy to diocesan schools is far greater than that. The "cash value" of a religious teacher may be computed either at the $8000 they would earn if employed at diocesan lay salary rates or at the $8600 they would earn if employed in the Providence public schools. (Both figures are for 1967-68.) In the first case the diocesan schools are saving $6700 per religious teacher employed; in the second case they are saving $7300 per religious teacher.

As was indicated earlier, a major upward revision in the 1969-70 salary scale for religious teachers in the Diocese of Providence will see them paid $1800-1900-2000. But even at a new average salary of about $1900, religious teachers will cost $6500 to $7500 less than they would at lay rates or public rates and must be considered a great financial bargain. These new salary rates, incidentally, will cut down the religious order subsidy from about $1700 per teacher to about $1100 per teacher. No one knows how long the orders will wish to continue the subsidy even at the lower rate.

Although lay teacher salaries in diocesan schools fluctuated over the decade as a proportion of total salaries, they stood in 1967-68 at about 85%. That is, although lay teachers constituted only 50% of the faculty, they absorbed about 85% of the salaries. Some of the lay teachers in the Diocese of Providence have organized themselves into an association for the purpose of negotiating salaries and other forms of compensation. They have been so successful that today there is little difference between their salaries and those paid public school teachers. This change means that Catholic lay teachers no longer contribute a significant financial subsidy to the diocesan schools. Some years ago, when they accepted salaries for perhaps 80% of what they would have been paid in public schools, the uncompensated 20% of their services was a helpful contribution to Catholic schools. This is no longer the case. In 1967-68 for the three diocesan schools in the sample, total school spending was within 1% of what it would have been if Catholic lay teachers had been paid at the rate current in the Providence Public Schools. (T37)

One cannot look at the financial data on the three diocesan schools in the sample without being forced to the conclusion that Catholic schools were never intended to be operated with lay teachers. Given the extreme reluctance--or perhaps the inability--of Catholic schools to increase revenues by raising tuition, lay teachers are a bankrupting influence. Despite a virtually fixed number of lay teachers, the schools have had to spend more every year to keep them on the faculty. On the other hand, with an almost fixed number of religious teachers, the schools have paid an almost fixed number of dollars for their services since as long ago as 1963-64. (T37)

The $123,000 rise in the cost of lay teachers between 1963-64 and 1967-68 has been accompanied by a rise of $130,000 in the amount of subsidy required to keep the schools open. That is, almost the entire increase in subsidy can be traced directly to salary increases for a fixed number of lay teachers. (The remainder of it can be readily explained by the small number of lay teachers added to diocesan faculties.) As long as 10 years ago it should have become quite evident that lay teachers cannot be kept on diocesan school faculties without regular increases in revenue, very probably from tuition charges. Yet the diocesan schools have not raised tuition appreciably. Instead, they have pursued a staffing and spending policy without a matching revenue policy. In any such case, it is only a matter of time before outside sources must be asked to help. Savings supplied the necessary subsidy for three or four years; the Diocese did so for the past two or three years; now the public is being asked to supply what school savings and the Diocese apparently can no longer deliver. (T37)

This is not merely a commentary on the past; it is also a prediction for the future. No fixed amount of revenue and no fixed subsidy from any source will take the diocesan schools very far into the future. Because they employ lay teachers, whether they raise their own funds or get money from outside, their revenue demands can go in only one direction: steadily upward. (The same thing is true, of course, for public schools, all of which employ lay teachers.) If diocesan schools should begin to lose religious teachers in the future, their revenue problems will of course be compounded immediately.

The Future of Catholic Diocesan Schools. The data collected in this study seem sufficient to justify mild optimism about the future of diocesan schools. However, it is difficult to be as optimistic about them as about Catholic private schools.

One reason for optimism is that 93% of diocesan pupils are in high schools and it seems probable that Catholic high school enrollment will hold up reasonably well in the future. Over the past decade, diocesan high schools have been about as stable in enrollment as private schools, growing slightly during the period. And unlike parochial schools, diocesan schools have managed to stay open. Their number has not decreased in 10 years.

Their class sizes are somewhat larger than desirable, but are not objectionably large. There is no indication that their religious teachers or lay teachers are declining in quality. The curricula in diocesan schools are largely college preparatory and there appears to be a high demand for such curricula in Rhode Island. Moreover, the schools are placing as many or more of their graduates into college than they did a few years ago.

There are two uncertainties in the financial future of diocesan schools, each one significant enough to make the situation volatile. The first is the very low ceiling on tuition charges; the second is the possible loss of religious teachers.

Regardless of whether diocesan school officials refuse to raise tuition because they are committed to nearly-free Catholic education or because they believe pupils would be withdrawn, and regardless of whether parents are unable to pay higher tuition or do not value it enough to pay more for it, the apparent ceiling on tuition charges is a very serious financial problem to diocesan schools. Because salaries for lay teachers will continue to rise and because salaries for religious teachers will continue to go up, although more slowly, it is going to cost more every year to operate diocesan schools. Cash costs rose 90% over the decade in the sample of three schools analyzed in this study and costs are proceeding upward at the rate of about 6% per year in these schools (approximately the same rate as in the public schools). This rate of increase will require $40,000 to $50,000 in new revenue every year for the three schools. The Diocese has found it difficult to subsidize them at the rate of $110,000 a year for the past two years. It will doubtless find it much more difficult to subsidize them at the rate of $150,000, $200,000, and $250,000 for each of the next three years. If the financial condition of other diocesan schools is what it is in the sample of three, the problem will soon get out of hand.

Of course, if tuition can be raised, that is another matter entirely. Suppose there had been no ceiling placed on tuition charges. If tuition been set at $275 rather than $250 in 1965-66, the three sample schools could have added a few dollars to their savings accounts during the next two years rather than withdrawing over $100,000. And if tuition had been raised to $325 in 1967-68 rather than being left at $250, the schools could have put money in the bank rather than withdrawing $25,000 of their own and getting $110,000 from the Diocese of Providence. Such a rate of tuition increase would be only a little higher than Catholic private schools have found necessary and would still leave diocesan tuition $25 below that charged by Catholic private schools in 1967-68.

The second shadow lying over the future of the diocesan schools is the possible loss of religious teachers. Experience over the last two or three years shows that religious teachers will withdraw from parish schools before they withdraw from diocesan schools. Later in this report, data will be presented to show that religious teachers themselves believe that high schools are more important than elementary schools. Their view also leads to optimism about the continuation of religious teachers in diocesan high schools. This is very important because adding lay teachers to diocesan high schools for any reason, whether to replace religious teachers who may disappear in the future, or to reduce class size, or to add special services such as guidance counseling, could throw those schools into an immediate financial crisis. Assuming an average salary of $7000, which is probably a conservative figure, adding even eight lay teachers to the three sample schools would require either a $25 tuition increase or a $50,000 subsidy.

Keeping tuition at present levels, or even continuing the reluctant and halting raises of the past decade, will mean that diocesan high schools must have an outside subsidy from some source. If the three sample schools are typical of others, the outside subsidy must be at least 20% of diocesan school budgets. Assuming that per pupil costs in the sample schools are typical and assuming a $250 tuition charge for 1968-69, the subsidy necessary for all diocesan schools in Rhode Island in the year just past would be about $250,000.

In summary, diocesan schools should be able to retain their pupil enrollment at about present levels. But financing the schools will be an increasing problem. Even if they do not add lay teachers to replace religious teachers or to cut class size, their budgets are likely to go up about 6% a year. Unless they raise tuition to $325 immediately and increase it $25 per year thereafter, they will require an outside subsidy. The subsidy must approximate 20% of their budgets, beginning with $250,000.

Catholic Parochial Schools in Rhode Island

In 1968-69 there were ninety-six parish elementary schools and three parish secondary schools in Rhode Island for a total of ninety-nine. Because they constitute such a large proportion of all Catholic schools and such a large fraction of total school enrollment in Rhode Island, their distinguishing characteristics will be discussed in some detail. (T35)

Governance. A parish school is owned, operated, and financed by the church parish in which it is located. It is an integral part of the operation of the church which supports it and is a significant part of parish church life.

The pastor of the church is the key figure in the life of the parish school. Traditionally, he has governed it much as he has governed all other operations of his parish church. Above the pastor, the single person who has true authority over him is the bishop. Immediately below the pastor and charged with responsibility for the operation of the school is the principal. Parallel to the pastor is the superior in the religious order which supplies teachers to the school. The superior appoints a principal from the religious order for the school and is ultimately responsible for the work of the religious teachers. Also parallel to the pastor is the Diocesan Superintendent of Schools, who is in turn advised by the Catholic School Board. The amount of influence exerted on the pastor's decisions by the religious superior on the one hand and the superintendent of schools on the other differs from time to time and place to place. As the years have passed, the superior and the superintendent appear to have increased the part they play in shaping the pastor's decisions about the school.

The principal of the school is in a unique position. She is of course responsible to the pastor who finances and governs the school as one part of the operation of the parish church. At the same time, the principal is responsible to the superior of her religious order who can, for example, transfer her to another school. Then, too, the principal is guided in some matters by the Assistant Superintendent for Elementary Schools in the Catholic School Office. For example, the principal gets all school funds from the pastor; she gets her religious teachers from the superior of her religious order, and she gets advice on curricular content, curricular materials, and the daily schedule from the Assistant Superintendent for Elementary Schools. The pastor, being closest to the principal, and being deeply concerned about the school as a part of his church, seems to have the most direct and most significant influence on the principal, although some pastors allow considerable latitude to the principal in operating the school.

As indicated earlier, the influence of the Catholic School Board on the operation of parish schools flows through the Superintendent of Schools and is largely advisory. The Board's most significant financial decision comes in setting salaries for both religious and lay teachers, which the board recommends be uniform across all parish schools. Over the past 10 years, the board has had increasing success in persuading local pastors to pay the suggested salaries. Nevertheless, the pastor ultimately decides and must ultimately raise the funds to pay all school costs.

There are no parish school boards in Rhode Island, although such boards have begun to emerge at the parish level (as well as the interparish and diocesan level) elsewhere in the United States.

Number and Type. There were ninety-six parish elementary schools and three parish secondary schools in Rhode Island in 1968-69. Thus out of the 160 parishes in the Diocese of Providence, which encompasses the entire state of Rhode Island, only about 60% of the parishes operated schools. (T39)

The number of parish secondary schools in Rhode Island has held steady at three for more than 10 years. Parish elementary schools present a contrasting picture. These schools increased in number in the late 1950's, grew more slowly during the early 1960's and reached a peak of 103 in 1966-67. Then, quite suddenly, a rapid decline started. One school closed at the end of 1966-67, six more closed at the end of the next year, and at least that many more are scheduled to close at the end of the current year. The net effect of this is to put the count of parish schools at about 90 for the 1969-70 school year, exactly where it stood in 1959-60. However, the rate of decline exceeds the rate of growth achieved at any time during the past 10 years and raises serious questions about the future of Catholic parish schools. (T35)

All parish schools are day schools. They enroll no boarding pupils. All parish schools are co-educational.

Unlike public schools, which ordinarily encompass grades K-6, parish elementary schools ordinarily encompass grades 1-8. Most of those schools with grade 9 have dropped that grade during the past decade, but a small number of parish schools continue to operate grade 9. (T40)

Parish schools are quite small, averaging only 330 pupils in grades 1-8, or about 40 pupils per grade. Enrollment shrinkage is evident in the fact that the schools averaged 430 pupils in 1958-59. The typical parish school today operates one classroom at each grade level with about 40 pupils enrolled in each class. (T35)

In the past, the parishes with schools sometimes accepted non-resident pupils from neighboring parishes, often charging little or no tuition. This practice has declined in recent years as the costs of school operation have gone up steadily, and today it is customary to charge tuition to any non-resident pupils who remain. These tuition charges are usually paid by individual parents, but if the parents need help, the charges may be paid by the parish in which the children reside.

Enrollment. Catholic parish schools enrolled 32,730 pupils in 1968-69, with all but about 560 of those pupils attending elementary schools. Parish enrollment was 77% of total Catholic school enrollment in 1968-69, down from 81% 10 years earlier. Parish schools enrolled 16% of all school pupils in Rhode Island in 1968-69, leaving only 7% of the state's pupils in all the rest of the nonpublic sector, Catholic and non-Catholic combined. (T4, T35)

Parish high school enrollment remained steady during the first years of the decade, grew to a peak in 1963-64, and has been steadily declining since, ending at 91% of what is was 10 years earlier. The entire fluctuation involved fewer than 130 students.

Parish elementary schools continued almost unchanged in enrollment for the first half of the decade but declined sharply in the past three years. Today they contain only 87% as many pupils as they did 10 years ago. The decline began in 1964-65, when the schools evidently lost about 1400 pupils. (Exact data are not available.) They lost only a few hundred pupils the next year, but lost about 1350 the year after that, and then lost 2600 with the closing of six schools at the beginning of 1968-69. Undoubtedly enrollment will drop by at least 2000 more pupils when the schools open for 1969-70. This will bring them to the lowest enrollment they have had for the past 20 years. (T35)

The enrollment decline of the past three years has occurred almost equally in urban and suburban areas, with the downward slope being a bit steeper in large cities. While parishes at all income levels are losing pupils, low income parishes are losing them very rapidly, chiefly, it appears, because of aging populations and because young families with children are moving away. Results from a special survey of a 14% sample of parishes operating schools in Rhode Island show that enrollment in five low-income parishes is down to 69% of what it was 10 years ago, while that in five high-income parishes and five middle-income parishes is 102% of what it was 10 years ago. The most significant contrast is in the trend lines. The low-income parishes have gone down steadily for 10 years, showing that they are responding to some persistent force such as population shifts. Middle and high income parishes show an unstable trend, suggesting that they are influenced by less predictable forces, such as changes in school policy or parental tastes: they rose 15 to 20% in enrollment in the first half of the decade, then fell the same amount in the second half. (T41, T42)

It has been pointed out repeatedly that Rhode Islanders who support nonpublic schools are developing a preference for high schools. As this preference emerges, it is undoubtedly affecting parish elementary school enrollment. It seems very likely that parish elementary enrollment will continue to be adversely affected into the foreseeable future, especially in low income districts where the population of Catholic children is falling or where parental unwillingness or inability to meet the extremely low but slowly rising tuition charges will keep Catholic children out of parish schools.

If all parochial elementary schools were to close at once, the effect on the public schools would be enormous. They would have to absorb in one year as many pupils as they have had to absorb during the past eight years combined. Even if parish schools were to continue losing enrollment only at their latest annual rate of about 2000 pupils per year, the public school annual growth rate would be 50% higher than it has averaged for the past decade. (T4)

Pupil/Teacher Ratio. It was the Catholic parish schools which embarked 10 years ago on an aggressive policy of reducing class size. As explained earlier in the study, religious teachers were not available for this purpose, and it became necessary to employ lay teachers. Lay teachers rose from 6% to 29% of parish faculties between 1959-60 and 1968-69. The use of lay teachers has made the reduction of class size extremely expensive in the past. Moreover, maintaining that policy decision will become far more expensive in the future, even if classes are cut no further.

To repeat a point emphasized earlier, lay teachers were added primarily to cut class size--not to replace religious teachers, who are as numerous in proportion to pupils enrolled as they were over 10 years ago. That is, the pupil/religious-teacher ratio was 43/1 in 1958-59 and it was 43/1 in 1968-69. (T21)

By increasing the number of lay teachers to over 400% of what they had been 10 years earlier, the parish elementary schools managed to reduce the overall pupil/teacher ratio from about 38/1 to about 31/1. None of the improvement was accomplished by adding religious teachers. (T21)

Suburban schools were able to pull a short distance ahead of urban schools during the middle of the decade, but at the end of the decade both suburban and urban schools had managed to reduce pupil/teacher ratio equally: from 38/1 or 39/1 to 31/1 or 32/1. (T41,T42)

Parishes at every income level--high, middle, and low--reduced pupil/teacher ratio by about the same amount. Low income parishes experienced an especially sharp drop during 1968-69, when hundreds of pupils disappeared but all teachers were retained. Their pupil/teacher ratios fell to an extraordinary low of 29/1. (T41, T42)

It is important to note that in all types of parish schools--suburban and urban, rich and poor--the loss of pupils in the past five years has not occurred because of a loss in the number of teachers, but for other reasons. The total number of teachers in all kinds of parish schools has held almost absolutely steady, yet the number of pupils has declined. Whether the rising proportion of lay teachers, up from about 5% to about 30% in 10 years, has been a cause of declining enrollment cannot be firmly established. It would be highly desirable to know this, however, because parish schools may find themselves with more and more lay teachers in the future. Will they still attract Catholic parents?

Financing. Despite what Catholic school officials in Rhode Island have insisted is a crisis in the financing of parish elementary schools, no school official and no church official in the state of Rhode Island gathers usable data on the financing of parish schools. This seemed so entirely unlikely that the study had been under way for months before it was conclusively established that the only way to study the financing of the parish schools is to go directly to the pastors in the parishes which operate schools. That is what was finally done. But before telling the story of that trip, which deserves a full recounting, it would be best to examine the kind of data which is being collected by Catholic administrators.

Officials in the Catholic School Office in the Diocese of Providence gather no data whatsoever on the financing of parish schools. As explained earlier, each parish pastor submits an annual financial report to the Chancellor of the Diocese. That financial report contains one line for reporting school revenue and five lines for reporting school expenses. Upon the request of the staff of this study, the Chancellor had both the revenue item and the five expenditure items copied from the annual financial reports of 50 representative parishes chosen at random by the study staff. When the data were submitted, a number of problems became evident:

1) All reports were for calendar years, whereas schools are typically financed on a school-year basis.

2) Data were available only for the preceding five years. Data for 10 years ago were in the archives and could not be readily located.

3) Not every pastor reports data for every year.

4) Not every pastor uses the same definitions for what he does report.

5) The data collected are not inspected, corrected, analyzed, summarized or reported by the Chancellor or by any other official.

6) School finance data are inextricably interwoven with data on other church operations.

7) The Chancellor's data cannot be used to study the financing of Catholic parish schools in Rhode Island.

Much later, after accountants on the study staff had laboriously collected data from 15 representative Catholic parishes which operate elementary schools, a comparison was made between what they had reported to the Chancellor and what they reported during interviews with the accountants. The results showed that for the calendar years 1964, 1966, 1967, and 1968, the 15 parishes reported to the Chancellor a set of school revenue figures which varied all the way from 56% to 109% of what they had actually collected. (This comparison assumes that what was reported to the accountants by the pastors was itself accurate, although, in fact, most pastors did not have school finance information in such a form that they could make accurate reports to the accountants.) (T43)

Apparently the pastors were more accurate in reporting school expenditures to the Chancellor, for their reports to him contained figures ranging between 80% and 96% of the figures supplied to the accountants. Only five or six pastors out of the fifteen sampled had reported to the

Chancellor the same figures as were reported to the accountants for the four selected years. (T43)

That the pastors had had great difficulty in dividing expenses between school operations and other church operations is shown by the fact that when they did not have to separate school and other church spending, about 10 pastors out of the 15 reported identical figures to the Chancellor and to the accountants. The pastors' reports of total parish expenditure to the Chancellor ranged between 99% and 117% of what was reported to the accountants, an improvement over their school revenue and expenditure reports. (T43)

It goes without saying that the annual statistical report used by the Diocese of Providence to collect parish financial information is totally inadequate for collecting information on school revenues or school spending. The school finance data in the annual statistical report are worthless for even a primitive analysis of parish school financing.

Working with the Chancellor's data established conclusively that pastors could not answer a questionnaire about how they financed their schools. In fact, it was learned that in the middle of the 1967-68 school year, the Catholic School Office had distributed a well-designed questionnaire to all parishes operating schools and requested pastors to provide detailed information on school financing at the end of the 1967-68 school year. One year later (about six months after the close of the 1967-68 school year), only 14 pastors out of 99 had responded. When those 14 questionnaires were requested by the study staff, the Catholic School Office made a search of the new location to which it had just moved and then reported that the forms had been lost.

That is when it became clear that it would be wise to send accountants to visit the pastors. Fifteen representative Catholic parishes which operate elementary schools were chosen at random from all such parishes in the state. The parishes drawn in the sample were reviewed by Catholic school officials in Rhode Island, who reported them to be representative. A list of these parishes, along with their grade levels and pupil enrollment, appears in Table 40. (T40)

When the accountants interviewed the pastors and the principals in the 15 selected parishes, they came to understand why the pastors have difficulty with school finance questionnaires. To pick one thorn from the bramble of difficulties encountered in gathering revenue data, the accountants found that some parents pay parish school tuition directly to the pastor, who carefully enters it on his records as school revenue; on the other hand, some parents pay tuition directly to the school principal, who carefully enters it in her books as school revenue. Then, the principal transfers much but not all her tuition funds to the pastor (since he pays many but not all the bills), whereupon, the pastor enters the transfer on his books as school revenue. The result is two separate reports of tuition revenue in the parish, one by the pastor and one by the principal, with the two overlapping but in an indeterminate way.

Obtaining data on school spending is difficult because, except for salaries paid to teachers, school spending may be mixed in with all other church spending. This is particularly true for repairs to the school buildings and for heat, light, water and insurance. There are other reasons as well. For example, school principals sometimes pay bills (usually small ones) directly out of the revenue they receive. In such cases two sets of expenditure records are kept--one by the pastor and one by the principal.

The financial analysis which follows is based on what the accountants were able to do with data such as these. As might be expected, even though a number of interpolations and extrapolations were made, not all the information gaps could be closed. Nevertheless, the data are the best available--indeed the only data available--and are adequate to show the main outline of parish school financing.

In a search for relationships between parish school financing and both the demographic characteristics and the income levels of the parishes, each parish was classified either as "urban central city" or as "suburban and small urban" and then further classified as "high," "middle," or "low" in income. The demographic ratings are those used in the Rhode Island Statewide Testing Program to classify the public school districts in which the parishes are located. Because parishes are smaller than public school districts, the district ratings do not give exact classifications for particular parishes which may differ in makeup from other parishes in the same district.

The income ratings were constructed from 1960 median family income statistics as reported by the U. S. Bureau of the Census. Parish churches were located on census tract maps used by the Rhode Island Department of Education in administering ESEA Title I. Because there are no parish maps in the Diocese of Providence, parish boundaries were estimated; census tracts were allocated to parishes as precisely as possible. The ratings which resulted were reviewed and confirmed by Catholic school officials and by public officials familiar with Rhode Island communities. Even so, the ratings are not exact.

The inexactness of the ratings may have led to a persistently troublesome and difficult-to-interpret characteristic of the data: over and over again, the "middle income" parishes seemed to behave like "low income" parishes, and vice versa. This deprived the author of many appealingly clear and simple generalizations, which might have begun thus: "As income goes up, the parishes . . ." or "As income goes down, the parishes . . ." (There is, incidentally, a hypothesis which could explain the sometimes extreme behavior of middle-income parishes: they may be populated by devout Catholics whose values, life patterns and church relationships have been least disturbed by social change and thus best conserve traditional patterns of parish financing.)

Because the same parishes appear in demographic categories and then reappear in income categories, there is a considerable overlap in membership and meaning between such categories as "suburban and small urban" and "high income." The same parishes tend to appear in both places. The same holds true for "urban central city" and the "low income" categories. In general, the income classifications revealed clearer differences among parishes than did the demographic distinctions. If the ratings had been precise, the minor differences which appeared among types of parishes might have been more pronounced.

Several of the points made in the analysis can be supported with a variety of statistics. In such cases the tables containing the supplementary, reinforcing information are mentioned but not analyzed.

In the following pages, major findings for the 15 parishes combined are underlined for emphasis. Differences among types of parishes are discussed below the underlined sections. All statistics cited are for the representative sample of 15 Catholic parishes in Rhode Island.

The parish schools have three basic sources of revenue and two revenue substitutes today: 1) tuition, which supplies about 23% of the necessary funds; 2) miscellaneous other school sources such as fund drives and sales which provide about 18% of the funds; 3) general revenues of the parish church, chiefly from Sunday collections, which supply about 60% of the funds; 4) contributed services of religious teachers, without which parish school expenditures would go up about 115% if religious teachers were paid at lay teachers' rates or about 225% if they were paid public school teachers' salaries; and 5) contributed services of lay teachers, without which school budgets would go up about 15% if they were paid at public school rates. The sources of cash revenue have changed little for parish schools over the past decade, the only noteworthy change being a slight rise in the proportion coming from tuition and a slight drop in the proportion coming from miscellaneous other school sources. The parish church contribution has held steady at about 60% with minor fluctuations.[22] (T44)

The economic foundation of the parish school is the services contributed by religious teachers, who comprised just over 70% of parish faculties in 1968-69, down substantially from just over 90% in 1959-60. Reducing class size by adding lay teachers has shifted the parish school off its foundation.

That the parish schools supply only 40% of the cash they need can also be seen by comparing school revenue with school expenditure. The figures show that parish schools are supplying only enough revenue to cover about 50% of their operating costs, or about 40% of their total (operating plus capital) costs. These figures have not changed appreciably since 1959. (T45, T46)

The pattern in central city parishes does not differ from the statewide pattern, except that city parish schools get less from miscellaneous school revenue and lean more heavily on general church revenue. Moreover, the city parish pattern is quite stable: in 10 years there has been no change in revenue sources. (T44)

In the suburbs, on the other hand, there has been a marked shift in parish school funding sources over the past 10 years. Tuition has almost tripled its proportion of the total income, moving up from 10% to 28% during the decade. During the same period, miscellaneous school revenue fell from 36% to 27% of the total income (duplicating the trend in diocesan schools), and revenue from parish church funds moved down from 53% to 46% of the total income. In short, as the decade passed, suburban parish schools leaned more heavily on parents for tuition payments. (T44)

There are notable variations among parishes when they are classified by income. High-income parishes are now getting much more from tuition than they were 10 years ago (31% now as compared to 9% then), somewhat more from general church revenue (34% now as compared to 25% then), and far less from miscellaneous school revenues (down from 66% to 35%). This dramatic shift in revenue sources suggests that raising funds for school support through special events is much more difficult than formerly. Or a deliberate policy change may have occurred, with parishes deciding to raise funds through direct charges. Either way, parents in high-income parishes who want Catholic parochial education are having to pay more for it through specific tuition charges. (T44)

In sharp contrast, middle-income parishes show an unchanged pattern of revenue sources over the entire 10 years. Compared to the situation in other types of parishes, income from direct tuition charges in middle-income parishes is extremely low (averaging about 12%), and miscellaneous school revenues are even lower (averaging about 6%). This means that general church revenues provide almost all the costs of parish schools (about 82%) in middle-income parishes. The reasons for this are not apparent from the data gathered, but the hypothesis offered earlier may fit: perhaps the middle-income parishes are simply maintaining the tradition of free Catholic schools, which were commonplace in the parishes some years ago. (T44)

Revenue sources for low-income parish schools fluctuated appreciably over the 10-year period, but the end of the decade found them about where they were at the beginning, with approximately 30% of all revenue coming from tuition, 20% from miscellaneous school sources, and 50% from general church contributions. (T44)

The chief difference between poor parishes and rich parishes is that poor parishes get a smaller proportion of their revenue from special fund-raising events centered around the parish school. But that difference has diminished over the decade, as rich parishes have collected less and less from special school events and sales. (T44)

As stated previously, 40% of parish school revenue is produced directly by the operation of parish schools. That is, these schools are 40% self-supporting. This direct school revenue (revenue which would not be earned if there were not schools) will be divided into tuition and non-tuition sources for the analysis which follows. (The revenue patterns outlined previously reappear here with different statistics.)

Over the past decade, tuition has moved from just under half to just over half of all direct school revenue. In central city parishes, tuition continues to provide roughly 60% of direct school revenue, just as it did 10 years ago. In suburban and small urban parishes, tuition has moved up from about 20% of direct school revenue in 1959 to about 50% today. These statistics underline a point made earlier: Catholic parents in cities have long had to supply direct tuition support to parish schools, while those in the suburbs have only recently had to do so. The basis for this shift may be a growing belief among high-income parishioners that the primary beneficiaries of parochial education are the children enrolled rather than the parish as a whole. (T47)

Tuition practices in parishes at different income levels became more alike during the decade. Ten years ago, tuition income ranged from 11% to 78% of total school revenues; in 1968, the range was from 47% to 65%. The biggest change occurred in high-income districts, which jumped tuition charges from 11% of parish school budgets in 1959 to 47% in 1968. Low-income schools are also receiving a greater percentage of their revenue from parents than they did 10 years ago, although the change is not great. The middle-income parishes are actually getting a smaller percentage of their funds from parents than when the decade began. (T47)

Ten years ago, tuition charges were quite low. They have risen since then but are still low. Many parishes charged no tuition whatever. The actual average parish school tuition charge in 1959 was only $8 per child. In 1968, it was $28 per child. When adjusted for inflation and rising real income, the $28 drops to $17, making tuition charges more than double what they were 10 years ago. (Actual average charges are lower than scheduled tuition rates since poor families and families with several children are charged less than the scheduled amount per child. (T48)

Until about two years ago, it cost the parents of a school child in an urban central city more tuition dollars to send him to a Catholic school than it cost parents in suburbs and small cities, where other members of the parish contributed a high percentage of school revenue with the result that tuition charges were low or non-existent. Now, the relationship among parishes is reversed. During the past 10 years, the actual average tuition charge per pupil rose from $5 to $32 in suburban and small urban parishes, outstripping the rise in urban central cities, where the actual average charge rose from $10 to $25. (T48)

Probably a more revealing way of analyzing tuition differences is by income level of parish. Today poor parishes charge higher tuition ($42 per child) than do wealthy parishes ($37 per child), just as they did 10 years ago. But the gap is closing, as stated above. Also, as stated before, middle-income parishes have kept tuition charges extremely low (only $12 per child) and support the schools from general parish revenue. (T48)

The low tuition rates of Catholic parish schools (an average of $28 per child) distinguish these schools from other nonpublic schools (Catholic and non-Catholic) in both philosophy and economy. As indicated earlier, the Catholic Church intended for the parishes to operate free Catholic schools. Where there have been enough religious teachers and enough parishioners willing to support the parish school through general contributions to the church, that intent has been virtually achieved. (T48)

What have been the financial consequences of the "free school" policy for the 60% of the parishes which operate schools? Have the schools been heavy burdens? Are they beginning to bankrupt the parishes? Let us begin by looking at general parish financing.

All parishes are financed by voluntary contributions of the parishioners. Each parish is expected to be as self-supporting as possible--collecting funds for the operation of its own church and also collecting funds for transmission to the diocese for central church functions. Little money flows between the parishes. Wealthy parishes keep and spend at home most of what they collect rather than sharing it with poor parishes. There is nothing equivalent to the familiar equalization principle in public school finance, whereby money is collected centrally by the state and redistributed to local school districts according to their financial need. No such transfer or redistribution mechanism exists either for general parish financing or for parish school financing. There are a few modest adaptations of the equalization principle, but none sufficient to convert an impoverished parish into an adequately financed parish. One use of the principle is the making available of limited financial help from the diocese in the form of loans, to be repaid when possible, or outright gifts to poor parishes. Another is the financing of central diocesan services, which are shared equally by all parishes but are paid for unequally by all parishes, roughly in proportion to their wealth. Another adaptation is the financing of diocesan charities, to which wealthy parishes contribute more and from which poor parishes receive more. (To be exact, both the contributors and the recipients are usually individual parishioners rather than parishes as institutions.) In brief, at the present time, each parish must be largely self-supporting. The shortcomings of this system have been long discussed among Catholic officials and leaders and are under active discussion today, partly because of parish school financial difficulties.

Theoretically, there is no ceiling over parish revenue. Parishioners can contribute as much as they like. Certainly there is a point at which a family would have to cut into its food, clothing and shelter budget to contribute more. While some families are now living at a bare subsistence level and cannot contribute even one dollar to the parish except by cutting into their subsistence funds, most families have a very long way to go before their Sunday church contributions will take bread off the table or shoes off the children. Catholics could contribute more to the support of their churches, said 79% of Rhode Island lay Catholics when questioned during this study. (T69)

Practically, of course, there is a definite ceiling over parish revenue. It is set by the value that parishioners place upon the services, spiritual and secular, that they receive from the parish church. Doubtless that ceiling lifts and lowers from time to time in response to the complex interplay of individual, collective, public, private, economic, spiritual and secular forces. Such forces have been actively at work within the Catholic Church during the past few years, disturbing old arrangements, and a new equilibrium has not yet been achieved.

What has been happening to the parish revenue ceiling during those years? The question cannot be answered with precision because Catholic parishes do not operate on a strict budget system. Revenue may run ahead of spending for a year or two and vice versa. Parishes save or borrow as the occasion arises. Nevertheless, the question can be answered fairly accurately by examining the flow of both revenue and expenditure.

After moving up steadily during the early and middle 1960's, parish revenue seems to have struck a ceiling in about 1966 or 1967. Parish revenue has not moved since 1966; parish spending reached its peak in 1967 and slipped back slightly in 1968. There is no way to know how long the apparent ceiling will remain stationary or whether its next move will be up or down. (T49, T50)

When parishes are classified by demographic type, only small differences appear between the urban central city schools and the suburban and small city schools. The urban central city schools enjoyed a slow but steady rise in revenue between 1964 and 1968 and accordingly spent more each year through 1967, which was their peak year. In contrast, the suburban and small urban group reached a revenue peak in 1966 and slipped back thereafter. They reached their spending high water mark in 1967, one year after their revenue peak, and then cut back spending very sharply. (T49, T50)

When parishes are analyzed by income level, it is found that only the middle-income parishes have enjoyed continually rising revenues; high-income and low-income parishes have not been able to return to the high points they reached in 1966. In spending, on the other hand, there is little difference among types of parishes. All three spent less in 1968 than they did in 1967. Looking at both revenue and spending, it is clear that the low-income parishes have had the greatest difficulty in raising their financing above the 1964 level. (T49, T50)

Parish spending for activities other than the parish schools leveled off in 1966 and has not gone up appreciably since. Total parish expenses rose in 1967 but fell back in 1968. Parish operating expenses rose only 6% between 1964 and 1968, or about 1% a year. This represents an actual drop in the level of parish operation, since prices rose 2% to 3% per year between 1964 and 1968. (T50, T51)

Parishes in the central cities spent 20% more to pay the annual costs of operating non-school activities in 1968 than in 1964. In contrast, suburban and small urban parishes spent about 20% less. When parishes are classified by income, the differences are just as evident.

Middle-income parishes are spending about 20% more to operate non-school activities than they were five years ago; low-income parishes are spending about 10% more, but high-income parishes are spending about 25% less. (T51)

Capital spending (for buildings and equipment) represents an investment in the future of the parishes, since capital goods are consumed in future years. Statistics on spending by individual parishes vary greatly from year to year because parishes either operate on a pay-as-you-go basis or else pay their debts in a very short period of time. However, when figures for all 15 parishes are combined, it becomes evident that capital spending by the whole group has changed little since 1964, except for a spectacular increase of about 60% in 1967, after which, capital spending dropped back to its customary level. (T50, T52)

For some reason, all kinds of parishes spent heavily for capital projects in 1967. Moreover, they all spent less the next year. High-income parishes have increased their capital spending to a greater extent than other types of parishes during the past five years. (T50, T52)

Unlike other parish enterprises, parish schools are costing more and more. Total school spending rose about 45% between 1964 and 1968, while other parish costs rose only 4%. School capital expenses rose even faster than school operating expenses, about 65% compared to about 40% between 1964 and 1968. However, in actual dollar costs, rather than in percentage change, operating expenses are more significant. They constituted 2/3 of the total increase. While capital expenses can be controlled to an extent, operating expenses can be expected to keep on rising. (T50, T52)

In the past five years, total school spending has risen slightly faster in central city parishes than in suburban and small urban parishes. This is a reversal of what might be expected in light of higher suburban wealth, and occurs despite the fact that pupil enrollment has been dropping slightly faster in central city parishes. An equally-surprising reversal exists in the fact that, between 1964 and 1968, school spending rose fastest in low-income parishes (up 54%) and slowest in high-income parishes (up 32%). These figures are all the more surprising when viewed along with the fact that school spending is rising fastest where enrollment is dropping fastest. That is, low-income parish schools are losing pupils faster than high-income parish schools, yet are accelerating school spending at a faster rate. (T42, T50)

The pattern is almost identical when school operating expenses (total expenses less capital expenses) rather than total school expenses are examined. That is, central-city parishes have lost more pupils but have accelerated their school operating expenses during the past five years more than suburban and small urban parishes. Similarly, low-income and middle-income parishes have lost pupils faster yet accelerated school spending faster than high-income parishes. (T42, T52)

To cap off this remarkable paradox, urban central city schools are far ahead of suburban and small urban schools in capital spending for facilities and equipment, despite the fact that city schools are losing pupils slightly faster. As a matter of fact, suburban and small urban schools reported almost no capital outlay whatsoever from 1964 to 1968, while central city parishes were spending 20% to 25% of their funds for capital goods. (T42, T50, T52)

Similarly, high-income parishes (generally the "suburban and small urban" group) spent almost nothing for capital expenses between 1964 and 1968, in contrast to low-income parishes and in sharp contrast to middle-income parishes. (T50, T52)

There is much evidence that the Catholic schools are more a collection of events than a planned system. The most persuasive evidence of all is the picture of low-income parishes in large central cities spending more and more money to operate schools for fewer and fewer pupils and simultaneously making capital improvements in their school buildings--and doing both at faster pace than high-income parishes. (T50, T52)

Despite increasing school costs, the traditional concept of the parish school as a nearly-free institution has made Catholic school officials unwilling to raise tuition charges commensurate with the need for more revenue. This has forced the schools to dig deeper into general parish revenue. In 1964, the schools brought in 15¢ of every parish dollar and spent 30¢; in 1968, they brought in 17¢ of every dollar but spent 38¢. (T59, T50)

When parishes are classified by demographic type and by income, it becomes obvious that all types are gradually using up more parish funds as time passes. The only differences worth pointing out are these: 1) central city schools (generally those in low-income parishes) have been taking a slightly larger share of parish revenues than have suburban and small urban schools (generally those in high-income parishes); 2) middle-income schools are less self-supporting than others, as shown by the fact that they bring in only about 10¢ of every parish dollar, but--like schools in all other parishes--are spending today about 40¢ of every dollar. (T49, T50)

A comparison of school operating expenses and parish operating expenses reveals the identical overall pattern, with no significant distinctions among types of parishes. (T52)

One point may need to be clarified here. Although the parishes contribute a steady 60% of parish school expenses, as pointed out much earlier, rising school costs without a matching rise in parish revenue mean that parishes have to spend somewhat higher proportions of their general revenue to maintain their 60% contribution. This is why 30% of parish spending could supply 60% of school needs in 1964 but 38% of parish spending was required to supply 60% of school needs in 1968. While the change is not large, its direction is unmistakable. (T49)

Rising costs for teachers' salaries have caused school expenses to go up much more rapidly than other parish expenses. Salary costs have been driven up by the addition of lay teachers to reduce class size and by the raises given to those lay teachers. Lay teachers received only 13% of all salary payments 10 years ago; today they receive 61%. Every type of parish has experienced identical trends. (T53)

Catholic parish schools have only recently begun to spend as much as 70% of their funds for teachers' salaries. (The 70% rate has been typical of public schools for many years.) Ten years ago the parish schools were spending as little as 60%. Only the high-income parishes have kept the salary percentage at about 60% throughout the decade--and they have not done so by holding down salaries but by raising other expenditures equally. Middle-income parishes experienced a marked increase in teachers' salaries in 1967-68, an increase which sent the salary percentage all the way up to 86%. Low-income parishes moved their salary percentage up to 65% in the same year. (T54)

The fact that parish schools now spend 70% of their funds for teachers' salaries, despite the fact that religous teachers make up about 70% of their faculties, indicates how little these schools spend on other goods and services. Any public school which could pay 70% of its teachers only $1300 each would find itself spending less than 50% for teachers' salaries since it pays so much for other items. Some public school services do not exist in parish schools (transportation), others are in limited supply (clerical and custodial services--which may be charged as a church cost), while others are handled outside the school itself (the retirement of religious teachers) and still other services are contributed to the school without charge (the business management functions of the pastor).

Parishes are spending more for schools while spending no more for everything else. This may mean that the parishes value the schools so much that they are putting a lid on other functions in order to spend more on schools. However declining parish enrollments, results from the Survey of Attitudes and Opinions, and public statements by Catholic school officials suggest that this is not the case. Another explanation seems more likely: parishes have struck some sort of revenue ceiling, perhaps temporarily, but school costs are rising inexorably for the reasons given above. The result is an economic squeeze that is forcing parishes to make one of several unpleasant choices: 1) raise tuition and risk driving out pupils, especially poor pupils; 2) borrow money to keep the schools open and hope that revenues will soon rise to permit repayment; 3) cut back on other parish functions every year as school costs go up; 4) consolidate the school with schools in other parishes; 5) close the schools or 6) seek public support. In the Diocese of Providence, each of these alternatives is being tried in one or more parishes. What makes the economic squeeze particularly painful is that the years ahead apparently look worse to Catholic school officials in Rhode Island.

The crisis anticipated is more severe than the condition at hand. Catholic school officials seem to expect the following forces to persist, perhaps to intensify: 1) rising quality in the public schools, 2) an expectation among Catholic parents of higher quality in the parish schools, 3) rising teachers' salaries in the public schools, 4) an expectation among Catholic lay teachers for higher salaries in the parish schools, 5) the rapid disappearance of religious teachers from the classrooms and their replacement by lay teachers costing three to five times as much, 6) an expectation of higher salaries by all religious teachers, and 7) parental resistance to higher tuition charges.

Summary of Parochial School Financing. The essentials of parochial school financing can be summarized as follows: the schools raise 40% of the revenue they need by tuition charges and special events and sales; parishes pay the remaining 60% of school expenses, with the funds coming chiefly from Sunday collections. There has been no major change in the 40%/60% ratio for 10 years.

To raise their 40%, the schools have had to turn increasingly to tuition charges rather than using less direct means. In 1959 tuition averaged \$8 per child; in 1968 it averaged \$28 per child (\$17 per child when adjusted for inflation and rising real incomes.) To raise their 60%, the parishes have had to take more from their Sunday collections. In 1964 parishes spent 30% of their funds on their schools; in 1968 they spent 38%.

While other parish costs have stabilized, parish school costs have continued to go up steadily. School spending rose 45% between 1964 and 1968 while other parish costs rose only 4%. School costs have gone up because of the increasing numbers of lay teachers and the salary raises they have required.

The Future of Catholic Parochial Schools. It is unlikely that the Catholic parish elementary schools in Rhode Island can survive in their present form and in their present number. Great changes seem to be taking place in the religious, social, educational and economic threads out of which the parish elementary schools were originally woven. Many of the changes seem to be negative influences in the future of these schools.

To begin with, the Catholic Church has clearly succeeded in America. It seems to be in no danger. The role of the elementary school in maintaining the Catholic faith has diminished in importance. Fifty years ago, a Catholic child who did not get his religious instruction during the elementary years was unlikely to get it in school at all. Since then high school has become nearly universal and college commonplace. Although admittedly most Catholics do not attend Catholic high schools or colleges, those institutions are available for a significant minority of future Catholic leaders.

As more children go further in school, the upward extension of the Catholic system becomes of concern to more people. The college-preparatory role of Catholic high schools interests more parents as college becomes a goal for more pupils. If parents feel that they must choose between elementary schools and high schools, it is reasonable to predict that they will increasingly shift their support from parish elementary schools to Catholic diocesan and private high schools. More parents may be adopting the view that during the years of adolescence, when a young person begins turning away from his family and deciding great moral questions for himself, he is most in need of the moral formation which a religious education can give him. The current waves of restlessness and activism among young people may popularize this view even further.

Another negative factor is that the differences between Catholic schools and public schools seem to be fading in the minds of many Catholics. As is reported later in the section dealing with attitudes and opinions, lay Catholics and clergymen alike now think that public schools are equal to or better than Catholic schools in numerous ways. They see Catholic schools as being genuinely superior in only a few ways. It is likely that Catholics expect public schools to make more improvements of the kind they have made in the past 10 years of energetic curriculum reform. Parish elementary schools, which have striven to make parallel improvements, may face more competition in the future, with the result that parents will press them to keep up.

As Catholics become ever-better educated along with the rest of the population, they may insist on high-quality secular education for their children. They may be less likely than in earlier years to accept second-quality secular instruction even if it is packaged with first-quality religious instruction. Such a parental attitude may have led directly to the class-size-reduction campaign of the last 10 years in parish schools. The same attitude may generate demands for even smaller classes, better teachers, more specialists in remedial reading, a real physical education program, additional materials and equipment, improved buildings, and so on. If so, costs will spiral upward.

Costs will go up anyway--perhaps 6% a year just as they have in the diocesan schools in the absence of any major changes in staffing patterns. As the religious orders seek to reduce their subsidies to the religious teachers they supply to parish schools, they will request parishes to pay higher salaries to those religious teachers. The orders may have good reason for their request: a loss of income from traditional sources, which makes the orders unable to subsidize teachers as before; a belief that middle-income and high-income Catholics do not really need the economic subsidy they now receive when religious teachers instruct their children for salaries below a bare subsistence level; a desire to charge more for religious teachers in middle-income and high-income parishes so as to supply them at little or no cost to low-income parishes; or others which now exist or may emerge in the future.

In the traditional economics of the parish elementary school, the lay teacher is a dark stranger in the house, eating hungrily at a sparsely-set family table. The stranger is becoming hungrier. As lay teachers become better organized, they will strive for salaries equivalent to those in the public schools. This movement must be regarded as negative for the future of parish schools.

Of all the changes afoot, the future supply of religious teachers is unquestionably the most momentous. Although the number of religious teachers available to teach the children enrolled in Rhode Island Catholic elementary schools in 1968-69 was exactly what it was 10 years ago (one religious teacher for every 43 pupils) it is widely predicted by Catholic leaders that an enormous change is about to engulf the schools. National reports persistently indicate a decline in the number of young women entering religious life; Rhode Island data show a definite drop between 1962 and 1967. After 1962 the rate of training new religious teachers fell. Moreover, there is the widely-discussed exodus of Catholic nuns from teaching and from religious life itself. Hard evidence is scarce and solid predictions non-existent, but the talk persists and anxiety is growing.

One of the most puzzling aspects of this study, and there were many, was that the available evidence consistently refused to confirm the worst fears--or even the historical observations--of Catholic spokesmen. That is, religious teachers are not rapidly disappearing, lay teachers have not replaced religious teachers, a shortage of teachers has not caused pupils to leave Catholic schools, the parish school does not consume the bulk of parish revenue and is not eating up parish resources far more rapidly, most lay Catholics do not list tuition charges as a reason to avoid Catholic schools, most lay Catholics (including those in wealthy parishes) think that wealthy parishes should help pay for schools in poor parishes, most lay Catholics favor consolidating small parochial schools, and so on and so on.

Reviewing their statements as historians makes one listen for the evidence underlying their predictions. As this is being written, the Superintendent of Schools in the Diocese of Providence expects to lose between 130 and 180 religious teachers when school reopens in September of 1969 (definite figures are not available in July). There is no reason to doubt his figures or the degree of his serious concern about the loss of up to 180 elementary religious teachers out of the 818 now in Rhode Island, especially since he seems to assume that all of those who leave will have to replaced by more expensive lay teachers. However, the evidence clearly shows that no such precipitous decline has ever occurred before. It is true that 89 religious teachers disappeared from elementary classrooms before the start of the 1968-69 school year, but it is also true that 2956 elementary pupils disappeared at the same time, which left exactly the same ratio of teachers to pupils as in the previous June. That is, it was not necessary to add the 35 lay teachers who were employed to replace the 89 religious teachers. Adding those 35 lay teachers cut the pupil/teacher ratio in the Catholic elementary schools from 31/1 to 30/1. It was probably not the time to cut class size in Catholic parish elementary schools, given the growing sense of desperation about how they were to be financed.

If religious teachers do disappear from Catholic elementary schools at anything like the rate of 130 to 180 per year, which is certainly possible although unprecedented, and if they do have to be replaced by an equal number of lay teachers, the Catholic parish school system will indeed be in a state of severe crisis, even to the point of imminent collapse. Losing religious teachers at an assumed rate of 150 each year would mean that the last remaining nun would leave the Rhode Island elementary classrooms in June of 1975. The loss of all religious teachers would drastically alter the character and revolutionize the financial support needed for parochial schools. They might soon cost just as much as public schools.

But suppose religious teachers do not abandon the classrooms wholesale. Even so, school costs will go up.

If the apparent ceiling over general parish revenue should perchance stabilize where it is, those rising school costs will take a higher proportion of total parish income. What will the parishes do then? The Diocese of Providence has no plans, and presumably does not have the funds, to subsidize parish elementary schools. To do so, it would have to collect funds from the same parishioners who are failing to raise their parish church contributions now. Moreover, the Diocese of Providence has announced no plans for any method of collecting funds from high-income and middle-income Catholics and redistributing it to low-income Catholics. In these circumstances, the parish elementary schools have only two places to turn for more revenue: 1) higher tuition charges, or 2) public funds.

Catholic religious leaders are extremely reluctant to raise tuition rates and may simply close the schools rather than raise charges enough to cover higher costs. It will be reported in the next section that religious leaders see tuition charges as a far more serious problem than lay Catholics do. An impressive 59% of Rhode Island lay Catholics said that tuition charges are not important one way or the other in deciding whether to send children to Catholic schools. However, the 34% who identified tuition as a reason for not sending children to Catholic schools do reflect a substantial minority resistance to higher charges. More important are the 63% of religious teachers and the 55% of the clergymen who believe that tuition costs are important in keeping children out of parish schools. If the beliefs of those in the religious vocations continue to be influential in setting tuition policy, parish schools need not expect a sudden growth in tuition income.

New public funds in the amount of $375,000 will be available in the fall of 1969 to help pay the salaries of certified lay teachers of secular subjects in elementary schools. Most of this appropriation from the State of Rhode Island will go to Catholic parish elementary schools. The Catholic School Board has recommended that parishes increase lay teachers' starting salaries to $6000 in 1969-70. Catholic school officials have estimated that the full $375,000 would just about cover the salary raises expected for about 500 lay teachers, approximately the number who will be in parish school classrooms in 1969-70. If that is the case, the full $375,000 will be absorbed immediately. Presumably this means that the amount, appropriated as a stopgap measure pending further study, will have to be increased in 1970-71 if more lay teachers are brought into the schools or if those already there are given salary boosts. Suppose that 150 religious teachers do not return in the fall of 1970 and have to be replaced by 150 lay teachers at a salary of $6000 each. They would cost a total of $930,000 additional.

Appropriating enough funds to raise lay teachers' salaries gives no direct help to the parishes in meeting the average salary raise of about $600 planned for religious teachers. If, say, 150 out of the present 818 religious teachers disappear this summer, the remaining 668 will require parishes to come up with about $400,000 in new revenue during 1969-70. Assuming that all parish schools spend money at the same rate as the 15 selected for this study (which spent a total of $759,311 in 1968) the 90 schools which expect to be open in 1969-70 will have a combined budget approximating $4.5 million at 1968 rates. Those 90 schools will have to raise their budgets a full 9% to give religious teachers $600 each.

It does not take much speculative arithmetic like this to demonstrate that parish schools are going to require considerably more money in the future than in the past to carry out the policies which they and/or the Catholic School Board have adopted.

The most negative factor in the future of parish elementary schools is the opinions about them held by clergymen and religious teachers. Their views are reported at length in the next section.

There are some favorable influences in the future of the parish schools, but not many. One is the fact that lay Catholics think their schools are better than public schools in certain respects, principally in religious and moral instruction and in developing self-discipline and good character. Another highly significant sign is that most Catholics express no objection to lay teachers.

One other favorable factor is that Catholic income continues to rise sufficiently to cover the rising costs of parochial education--unless there were to be an enormous exodus of religious teachers. If Rhode Island Catholics want parish schools strongly enough, most families could afford to pay and Catholic wealth could be redistributed to take care of those who could not. Tuition resistance exists but it is far from universal.

Two-thirds of Rhode Island lay Catholics believe that Catholic schools (not necessarily parish elementary schools) are of high quality today. According to the survey described in the next section of this report, over 1/3 report dissatisfaction with public schools. If the parish elementary schools could gain a clearly-visible competitive edge over the public schools in those matters where lay Catholics today think the Catholic schools are little better--and sometimes worse--than the public schools, that should increase the allegiance of parents. Those matters include but are probably not limited to making children eager to learn, inspiring creativity and imagination, teaching them to love books, to think for themselves, and to be good citizens concerned about social problems such as war, poverty, race relations and the rights of minority groups. Parents also want better school buildings for their children, better counseling, and a well-rounded program which includes physical education.

If quality could be improved without losing the present valued characteristics of parish schools, if small buildings could be closed and better-designed large ones be built to house consolidated groups of pupils, if wealth could somehow be redistributed from wealthy parishes to poor parishes, then the future of parish schools would be brighter.

In fact there is one further thing that might be done. If Catholic families could be convinced that they cannot save money by closing parish schools, that might make a difference. It might be worth explaining that Rhode Island is so predominantly Catholic that there is no question about who will pay the far higher costs of public schooling: Catholics themselves will pay most of the higher taxes which will be necessary should Catholic parish schools be closed and all pupils transferred to the public schools. For the same price, (or a lower one made possible by the presence of religious teachers), Catholics might prefer to conduct separate schools for their children (that is, for the minority who are enrolled in Catholic schools).

But considering past history, current trends, and the look of the future, it seems unlikely that all this will be done. What seems more likely is that parish school enrollment will slide downward. It would be reasonable to expect it to drop by 2000 to 3000 pupils per year for the next two or three years, roughly doubling the usual rate of growth in public elementary schools. Beyond that, because of many unpredictable factors, the chief one being great uncertainty about the future supply of religious teachers, it is difficult to predict with confidence. But taking into account everything learned in this study--including the results of the attitude survey reported in the next section--it is probably reasonable to expect that Catholic parish schools will continue to decline at least through 1975, when their enrollment will probably be closer to 25,000 pupils than their present 33,000 pupils. Any major change in the supply of religious teachers, in the cost of lay teachers, or in the attitudes of lay Catholics or of Catholic priests could sharply affect the accuracy of this prediction--and affect it either way.

Catholic Ability to Pay for Catholic Schools

"Ability to pay" for a voluntarily chosen service is only partly a matter of income. It is also a matter of how much one values the service. That is, the income "available" to pay for the service can be increased by giving up something else of lesser value.

Rhode Island Catholic families--not all of them, but most--probably have enough income to support Catholic schools at a higher level if they choose to do so. Whether they value these schools enough to do so is another question; that question will be taken up in the succeeding section. But first, what about Catholic income?

The collection of information on changes in Catholic family income during recent years was beyond the scope of this study. However, the 2076 families participating in the Survey of Attitudes and Opinions, in the fall of 1968, cooperated by reporting their current annual incomes. Their incomes averaged $8300 per family. These families represent 73% of the 2830 who received questionnaires. On the assumption that the 73% who responded were above-average in education and income, a substantial adjustment was made in the reported incomes to account for the 27% who did not respond. Half of the non-respondents were assumed to have incomes under $3000 annually, and half were assumed to have incomes between $3000 and $4999 annually. This is an extremely conservative estimate which probably understates actual Catholic income.

To get some estimate of the trend over the decade, United States Census figures for 1960 were used. Unfortunately, the Census Bureau does not report income separately for Catholic families. However, the population of Rhode Island is so predominantly Catholic that it seems reasonable to use income figures for the general population to represent Catholic family income. (T55)

The 1960 census figures were used not only to study trends but also to estimate Catholic family income for the year 1968. It was assumed that 20% of the population in each income category moved up to the next category between 1960 and 1968. This is a conservative estimate which probably understates actual income. (T55, T56)

To indicate how conservative the estimates are, the rise in per capita disposable personal income may be cited. Although separate data are not available for Rhode Island, United States data show that the nation as a whole experienced a growth of about 30% in per capita disposable personal income between 1960 and 1968. This is the after-tax income which a family has available to spend for services like parochial education. If the Rhode Island economy kept pace with the national economy between 1960 and 1968, and if Catholic families participated in the Rhode Island trend, their disposable incomes should have risen about 30% since 1960. This figure has been adjusted for rising prices. (T10)

But even using the very conservative estimates, it is apparent that Catholic family income increased between 1960 and 1968. The conservative figures show that the average Rhode Island family was earning about $5700 annually in 1960 but earned about $7000 in 1968. Similarly, while only 13% of Rhode Island families were in the $9,000--$15,000 category in 1960, 26% were earning that much by 1968. (T55, T56)

Owing to great variations in family circumstances, it is not possible to specify the level of income which enables a family to afford the extra costs of parochial education. (It is well to remember that in supporting the parish church, every Catholic family--whether or not it has children--is already helping to pay the 60% of parish school costs which are covered by the church.) However, it is probably reasonable to assume that a family earning more than $7000 per year can afford the extra $28 per pupil charged as tuition by the typical parish school. Using a conservative estimate of 1968 income, about half the Rhode Island Catholic families are in a position to afford a tuition increase. To repeat, the suggestion of a $7000 level is purely arbitrary. Families making less probably can afford a parish school tuition charge if they value a parochial education sufficiently. (T56)

Another aspect of the picture reveals that some Catholic families probably can afford to subsidize the education of children from other Catholic families in a modest way through the church should they decide to do so. Arbitrarily assuming that an income of $9000 or more makes this possible, even if a family has school-age children of its own, a conservative estimate places 32% of Rhode Island Catholic families in this category.

Catholic families participating in the Survey of Attitudes and Opinions in the fall of 1968 were asked to state how much they contributed to the church each year. Their answers were used to compute the percentage of annual family income contributed.

The correlation between amount of family income and percentage of income contributed to the church is probably negative--that is, wealthy families probably contribute a smaller percentage of their income to the church than do poor families. However, because the exact relationship between income and giving was not computed, the church contribution statistics were not adjusted for the fact that the families who responded to the questionnaire probably had above-average incomes.

According to the questionnaire returns, the typical family contributes about 1 3/4% of its income to the church each year. (Presumably this does not include direct tuition paid to the parish school.) About 2/3 of the families contributed between 1/2 of 1% and 2%. *Almost all of the remainder* contributed at least 2 1/2%. About 7% of those responding reported contributing more than 4 1/2% of their income to the church every year. (T57)

Unfortunately, data for changes in church contributions over the last decade are not available. However, from data presented earlier there is good evidence that some Catholic families, particularly those in the high-income brackets, have placed a ceiling--perhaps temporarily--on their contributions to the church, even though their incomes continue to rise.

To get an idea of whether Catholic families could contribute more to the church--and thereby contribute to the support of the parish school as one church function--make the conservative assumption that a typical Rhode Island family has an annual income of $7000 taxed at 15%, leaving it with an after-tax income of $5950. Assuming that the family contributes 2%

of its gross income to the church, which would be a high rate of contribution, it is giving $140 per year. Such a family probably could increase its church contribution without cutting into basic household expenses. Above the $7000 income level, taking into account that families at higher income levels probably contribute a smaller percentage of their incomes to the church, there is good reason to believe that they could afford to contribute more if they cared to do so.

The central question is whether Catholics can raise contributions enough to keep parish schools open at their own expense, especially if lay teachers begin to replace religious teachers and school costs surge upward as a consequence. If "ability to pay" is defined not only by income but also by how much one values what is being bought, it must be concluded that Catholic families are probably not "able" to support Catholic parish schools in their present numbers if school costs rise very rapidly. There are many reasons for arriving at such a conclusion. To cite but one, the influx of lay teachers may be lowering the value of Catholic schooling at the same time it is raising the cost. The attractiveness of a parish school staffed by lay teachers might be less for many parents than one staffed by religious teachers. A parish school staffed by lay teachers might seem to be so little different from a public school that Catholic families would no longer value the parish school enough to pay its extra costs, especially when a near-equivalent is conveniently available and apparently free of charge. That public schools are not in fact open to Catholic families at no additional cost is obvious but perhaps forgettable.

Catholic Attitudes Toward Catholic Schools in Rhode Island

The future of Catholic education will be determined as much by the attitudes of Catholics as by their incomes. To determine the attitudes of Rhode Island Catholics, a questionnaire survey was conducted in the Diocese of Providence in the fall of 1968 as part of this study.

The questionnaire had been originated and previously tested by three Midwestern dioceses which had joined together to poll opinion among lay Catholics. It consisted of one section of personal background questions, differing somewhat for various Catholic populations, and five sections of questions about the respondent's attitudes and opinions toward alternative plans for conducting Catholic education. The questionnaire seemed so appropriate for use in Rhode Island that only a few changes had to be made in it. The complete questionnaire appears in Appendix H. Part I differs for each group of Catholics studied; Parts II-VI are identical for all groups.

Survey Methods. Four separate groups of Catholics--lay Catholics, lay teachers, religious teachers, and Catholic clergymen--were surveyed. It was decided to separate the Catholics into these four groups on the assumption that the opinions of each group might differ and that each group could exert a powerful influence on the future of Catholic schools in the state. The opinions of non-Catholics were not investigated.

A 5% random sample of all lay Catholic families was surveyed in each of 50 representative parishes selected at random from the 160 in the Diocese of Providence. One hundred Catholic lay women, selected by their pastors in the surveyed parishes, distributed and collected the questionnaires. The women were in turn assisted by hundreds of other workers, whom they recruited and trained to survey the families drawn from the census files in each parish. The workers explained the purpose of the study to each respondent, made sure the respondent understood the questionnaire and the machine-scorable answer sheet, and called again within a few days to collect the completed form. Individual respondents were asked to give the views of their own families on each question (no advice was offered on how to settle family disagreements). Respondents were assured that their answers would be kept confidential, were asked not to sign their answer sheets, and were given a mail envelope addressed to the study headquarters should they not wish to have their sealed answer envelope collected by the survey workers. (Very few used the mail.) A total of 73% returned usable answer sheets. Survey workers reported that most of the 27% of the questionnaires which were not completed were intended for families that could not be found at home during the very brief survey period and thus never received the questionnaires. (T27)

When the survey was completed, each of the 50 cooperating pastors was sent the results for his own parish. Diocesan officials were sent individual parish reports as well as statewide results for all groups surveyed.

All lay teachers and all religious teachers in 126 of the 128 parish, diocesan, and private elementary and secondary schools in the Diocese of Providence were surveyed. The 451 lay teachers and the 1069 religious teachers were assured that their answers would be kept confidential, were asked not to sign their answer sheets, and were supplied a mail envelope should they not wish their sealed answer envelope to be collected by hand. (Very few used the mail.) Responses were received from 78% of the lay teachers and 89% of the religious teachers. (T27)

The 100 parish chairmen mentioned above delivered the questionnaires to each school and collected the results. The quality of their work is indicated by the fact that the entire survey was completed within two weeks--4350 questionnaires distributed and collected by hand with a 75% return and virtually every answer usable.

All 450 Catholic clergymen in the Diocese of Providence were mailed questionnaires with explanatory letters and were invited to participate. They were asked not to identify themselves. A total of 45% returned usable questionnaires. (T27)

Characteristics of Respondents. The representativeness of the 50 randomly-selected parishes was confirmed by diocesan officials after the sample was drawn. As one indication that they are approximately representative, 37 out of the 50 sample parishes (74%) operate schools, while 99 out of 160 parishes in the Diocese of Providence (62%) operate schools.

The 50 parishes were classified by demographic type, using the ratings employed by the Rhode Island Statewide Testing Program to classify the public school districts in which the parishes are located. The parishes were also classified by income level, using the annual family income data contained in the answers to Part I, question 4 of the lay Catholic questionnaire. A cross-classification by demographic type and income showed that almost all the "suburban and small urban" parishes are in the "high" or "middle" income categories, while almost all the "urban central city" parishes are in the "low" or "middle" income categories. (T58)

The typical lay Catholic who reported opinions for this study was a married woman about 45 years old with a high school education, school-age children, and a family income of about $8300 a year, with between $2 and $3 per week being contributed to the church. (T59)

The typical lay teacher whose opinions are reported in this study was a married woman (although 43% of those answering were single) about 28 years old who held a bachelor's degree and who had been teaching in a Catholic school less than two years. Her chief reason for teaching in the school was the discipline and atmosphere of respect she found--an attribute of Catholic schools valued by almost all Catholic observers. (T28)

The typical religious teacher answering the questionnaire was a nun about 40 years old who held a bachelor's degree and who had been teaching about 18 years. She reported being satisfied with her current assignment and, when asked, said that she would not care to teach religion full time. However, a sizable minority of the religious teachers who responded were not certain they liked their current assignments. Some religious teachers thought perhaps they would prefer to teach religion full time. (T25)

The typical Catholic clergyman who responded was an assistant pastor or curate (although 39% of those answering were pastors) who was about 43 years old and had had five years of administrative experience in the Catholic church.

The religious teachers who work in Catholic schools and the clergymen who sponsor and finance the schools at the parish level probably reflect in job satisfaction some of their attitudes toward the schools. A total of 64% of the religious teachers said they were satisfied with their current assignments, as compared to 73% of the clergymen who said they were satisfied. Definite dissatisfaction was expressed by an almost equal percentage of religious teachers and clergymen: 12% and 13%. The 64% and 73% reporting job satisfaction may be compared with the 80% of public school teachers and the roughly 85% of independent school teachers who reported job satisfaction when surveyed by the Commission during its major study.[19] This comparison adds evidence to the frequent reports of restlessness among those in religious vocations today. (T25, T60)

Survey Findings. In the following presentation, the opinions of lay Catholics, lay teachers, religious teachers, and clergymen are all reported together, except when one group diverges enough from the main body of opinion to attract special notice. That does not happen often. When Catholics are classified into the four groups chosen for this study, they reveal few major differences in point of view, although there are a few highly significant disagreements. On most matters of Catholic schooling, lay Catholics seem to think what religious teachers and clergymen think.

As part of the search for differences of opinion among lay Catholics, answers to a few key questions were classified by income level of parish. Splitting parishes into high, middle, and low income categories proved to be hardly worth the effort: the differences revealed in most instances were so tiny as to deserve no comment--except the comment that opinion is remarkably uniform among lay Catholics in parishes at all wealth levels. Those few differences which did appear are mentioned below. The wealth split turned up so little information that a demographic split was not even attempted. (It was pointed out earlier that most suburban and small urban parishes are in the high income group, and most large city parishes are in the low income group.) Undoubtedly there are sharp differences of opinion among individual Catholics on school matters, but these differences evidently are not closely related to vocation or income. Perhaps other ways of analyzing the data--as by separating parents and non-parents--would have shown greater variations in viewpoint.

In addition to a series of questions about the respondent's background, the questionnaire contained 118 items asking for his attitudes toward all of Catholic education--not only that given in the schools but that in Confraternity classes, in sermons, in adult classes, and elsewhere. Many of the 118 items overlapped, with the same question being asked in various ways at several points in the questionnaire.

Only a few topics could be dealt with in this report. The topics central to the continuance of Catholic schools have been selected for presentation here. Rather than presenting answers for every question pertaining to a given topic, key questions which received typical answers were chosen to represent the topic. In short, the answers discussed below were fully confirmed by others which are not presented.

Two methods were used to cluster questions under topics. The first was a factor analysis[20] of data from an administration of the questionnaire to lay Catholics in the three Midwestern dioceses for whom it was first developed. The second was the judgment of members of the study staff, who examined the patterns of answers to several apparently related questions and formed groups on the basis of that analysis. The method used in forming each cluster is footnoted in the tables containing the clusters.

Under each topical heading below, related questions are grouped together but are numbered as they were in the original questionnaire. Most of the items are not actually worded as questions, but instead are statements with which the respondent was asked to agree or disagree. Some items asked him to record the strength of his opinion as well. (See Appendix H for the questionnaire and Appendix K for the statistical tables.)

Commentary on each question and interpretation of what the responses mean are based not only on the answers to that specific question but also on a thorough knowledge of how the entire 118-item questionnaire was answered by various respondents. Although not all the information is reported in statistical form, it guided the interpretations offered.

Catholic School Support (T61, T62)

29. However hard it is to define, Catholic schools have a unique and desirable quality that is not found in public schools. True, said over 80% of all Catholics questioned. Religious teachers and clergymen were stronger in their affirmation than were lay Catholics, with 90% holding the view. But the difference was chiefly one of degree: on this question, all four groups reached a high level of agreement.

50. When a Catholic with young children is buying a new home, one of the things which he should seriously consider is whether or not the parish has an elementary school. A full 1/3 disagreed with the statement. While 50% agreed with it, they did not strongly agree. And the rest were not sure. Disagreement was most common among high income parishioners.

    It should be remembered that a large number of those answering were living in parishes which have no elementary schools. Remember also that the statement concerns elementary schools, and then look at the response to the next question.

60. Every Catholic child should spend some time in Catholic schools. The majority of all respondents agreed with the statement, and they felt more strongly about this item than about the previous one, particularly the lay Catholics. This probably means that a number of those answering were thinking about Catholic high schools as a place where a child should spend some time.

    It is not surprising, when one recalls that Catholics are familiar with and evidently accept the selectivity of Catholic schools, that about 1/4 of the respondents thought that not every Catholic child belonged in a Catholic school. High-income respondents disagreed with the statement slightly more often than others. There were 36% of the clergymen who could think of some Catholic children who did not belong in Catholic schools.

Public School Support (T61, T62)

40. Parents who send their children to Catholic schools are often not interested in the problems of public education. Opinion split almost evenly on this question, with about 40% in agreement with the statement and about 45% in disagreement. That division is in keeping with other research which suggests that there is little correlation between the percentage of children in nonpublic schools and support for the local public schools. Of course, there are school districts where the relationship is negative, but there seem to be about as many where the relationship is positive. Other factors, such as the level of local wealth, apparently are the determinants. Clergymen were more likely than other groups to associate lack of public school attendance with lack of public school interest.

35. Many priests consider parents who send their children to public schools as being less loyal to the parish than parents who enroll their children in parochial schools. This item presumably measured the amount of pressure which priests exert--or rather are believed to exert--on parents. Lay Catholics and the priests themselves, perhaps because they are directly engaged in the transaction, had firmer opinions than the lay and religious teachers, about 35% of whom gave no opinion. Opinion was about equally divided in all groups between those who agreed that such pressure exists and those who disagreed. The answers of lay Catholics to this item mean that only about 1/3 of them feel pressure from priests to enroll children in parochial schools.

38. If priests and sisters conducted classes, visited homes, and ran programs for children, the Catholic schools could be reduced. (Statistical method placed this item under the topic "Public School Support", but logic would have placed it under "Catholic School Support".) About half the lay Catholics did not feel that the parochial school could be partly replaced by special programs and home visits. High-income Catholics showed more agreement than low-income Catholics. Religious teachers thought more of the possibility than lay Catholics did, and 61% of the clergy thought the idea had real merit. On this item, as on many others, the clergymen showed less allegiance to the current system of Catholic schools than any other group.

Important Reasons for Wanting Catholic Schools (T63)

120. Religious or moral atmosphere in the school. This is the overwhelming reason Catholics have for wanting Catholic schools. At least 84% of all groups agreed. The view was held most strongly by religious teachers and clergymen (95% and 92% agreed). The answers to this question are fully confirmed by the answers to the next question.

That parents value the religious or moral atmosphere in Catholic schools is a matter of great interest today because the supply of religious teachers may be about to drop sharply. Can lay teachers alone sustain the valued religious or moral atmosphere of the Catholic schools? The Catholic attitudes revealed by this question and the one which follows raise some doubt about assertions currently being made in Rhode Island and elsewhere to the effect that many Catholic school subjects are purely secular and have no religious overtones.

123. Giving students a sense of moral values. All groups of Catholics think this is a highly important reason for having a Catholic school. At least 83% of every group agreed with the statement. The discussion of the preceding question is pertinent here.

118. Discipline. Discipline is next to Godliness and morality as a reason for wanting Catholic schools. At least 80% of all groups of Catholics agreed on that. No more than 6% of any group disagreed.

Important Reasons for Not Wanting Catholic Schools (T63)

115. Tuition costs. Most lay Catholics and lay teachers said that tuition costs would not be important one way or another in deciding whether to send a child to a Catholic school. A surprising 60% gave that answer. On the other hand, about 1/3 of the lay Catholics and lay teachers believe that tuition costs are indeed a reason for not wanting Catholic schools. The fact that over half of the respondents have school-age children suggests that tuition is not a barrier to most families. It is reasonable to conclude that if it were a problem to most of them, more than 1/3 of the respondents would have said so.

The most important response to this item was probably that of the religious teachers and the clergymen, a majority of whom (63% and 55%) believe that tuition costs are indeed a deterrent to Catholic schooling. Only 1/3 thought that tuition charges were not important. The reluctance of Catholic officials to raise tuition charges has been documented and discussed at several points in the study. The responses of lay Catholics to this question suggests that there may be more leeway for raising tuition than the schools realize. That is, lay Catholics did not seem to see tuition as the barrier that those in the religious vocations believe it is.

117. Distance of Catholic school from home. Only about 1/3 of lay Catholics and lay teachers believe that distance of the school from home is a deterrent. On the other hand, most religious teachers think that distance is a problem and many clergymen agree. In short, distance seems more a barrier in the minds of religious

teachers and clergymen than in the minds of lay Catholics. This is an important consideration as Rhode Island Catholics consider consolidating schools and asking pupils to travel greater distances.

129. Separate education for boys and girls. Most Catholics think that this feature of Catholic high schools does not matter one way or the other in deciding whether to send a child to Catholic school. (The question applies only to high school since the elementary schools are co-educational.) Only about 1/5 of those responding saw separate education as an impediment to Catholic schooling. For some reason, only 16% of the religious teachers but 34% of the lay teachers see it as a difficulty.

Grades to Close First (T64, T65)

98. If Catholic schools had to close some grades, which ones should be closed first? Opinion was evenly split--one might say badly split--among lay Catholics and also among lay teachers. If some grades had to be closed, about as many wanted to close the elementary grades as wanted to close the high school grades.

Strikingly, opinion among clergymen was not split. An overwhelming 75% would close some elementary grades first--particularly grades 1-4 (47%). Only 12% of all clergymen would close grades 9-12 first. This was one question among many on which priests clearly revealed their preference for high schools. It must be taken as being highly significant that the schools which are the responsibility of most priests--the elementary schools--are the ones they would close first.

Equally impressive is the clear preference expressed by religious teachers. Despite the fact that most religious teachers are assigned to elementary schools, 59% of them would close some elementary grades first. Only 16% would close grades 9-12 first.

An impressive 20% of more of lay Catholics, lay teachers, and religious teachers would not close any grades. Not so the clergymen: only 7% would keep all grades open.

One can hardly study these answers, or the answers to similar questions, without becoming convinced that the allegiance of priests and religious teachers to Catholic elementary schools is quite weak compared to their allegiance to high schools, though it is elementary schools for which most of them are responsible.

Grades to Close Last (T64, T65)

99. If Catholic schools had to close some grades, which ones should be closed last? This question is the reverse of the previous one and is simply another way of getting the same information. (The percentages indicate that, as would be expected, most respondents answered the two questions consistently: that is, those who voted to close high school grades first on the previous question voted to close elementary school grades last on this question.) The results confirm the previous answers. Lay Catholics and lay teachers are of two minds about which grades to close last if some grades must be closed.

Once again, a higher proportion of clergymen than any other group say that they believe high schools should be closed last. Only 39% would keep elementary schools open in preference to high schools. Like the clergymen, the religious teachers--most of whom teach in elementary schools--are less interested in keeping elementary grades open than lay Catholics are. This attitude on the part of clergymen and religious teachers is, as indicated above, a menacing cloud on the horizon for Catholic parish elementary schools.

Grades Where Religious Teachers Are Most Important (T66)

106. At what grade level is it most important to have priests, sisters, or brothers as teachers? "In the elementary grades," said lay Catholics and lay teachers by a small margin. "In the high school grades," said religious teachers and clergymen by a large margin. The disagreement was fairly sharp between the laymen, only about 30% of whom ranked high schools first, and clergymen and religious teachers, 56% and 41% of whom selected high schools as being more in need of religious teachers. Only 22% and 24% of the clergymen and the religious teachers ranked elementary schools first.

About 20% of lay Catholics and lay teachers think that religious teachers are equally important in all grades. About 30% of the religious teachers themselves agree with that view. (As an interesting sidelight, 16% of the lay teachers believe that it is not important to have religious teachers in any of the grades.)

Grades Where Religious Teachers Are Least Important (T66)

107. At what grade level is it least important to have priests, sisters, or brothers as teachers? Here again, as would be expected from their previous answers, lay Catholics and lay teachers disagree with religious teachers and clergymen. Just over 40% of the laymen believe that elementary schools need religious teachers least, while 55% of the religious teachers and 73% of the clergymen hold that view. Very few religious teachers and

clergymen (6% and 7%) think the high schools need religious teachers less than the elementary schools do.

Roughly 30% of all Catholics think that religious teachers are equally important in all grades. Clergymen diverge from others even on this point; only 16% are of the opinion that religious teachers are equally important throughout the grades. Clergymen clearly believe that religious teachers are far more important in high school.

Those in the religious vocations hold key positions in the world of Catholic education. The religious teachers as faculty members and the pastors as leaders are absolutely essential components of parish schools as they are now conducted and financed. The belief among those in religious vocations that high schools are more important to the fabric of Catholic education than elementary schools is revealed at many points throughout the questionnaire. After looking at their answers, one is led to the conclusion that Catholic parochial schools will not be maintained in their present status, no matter what public policies are adopted for dealing with them. They are entering a period of major change.

Change Elementary Schools (T67, T68)

90. Build more Catholic elementary schools so that all Catholic children can attend a Catholic elementary school. By this time the reader can anticipate the answers: lay Catholics and lay teachers are split on this issue, with about 40% who said "No" and about 30% who said "Yes." The remainder were uncertain. Not surprisingly, religious teachers and clergymen--particularly the clergymen--are firmly opposed to building more elementary schools. A total of 52% and 74% said "No." In fact, of the 199 clergymen who answered this question, only 11% said, "Build more."

Building more elementary schools was opposed by 48% of the Catholics in high-income parishes, many of which have been growing in recent years. (Only 32% or 33% were opposed in low-income and middle-income parishes.) Though they have both the children and the funds for new schools, they are the most strongly opposed group. Presumably the majority of them would not want to pay for the expansion of the Catholic elementary system for the children of other families.

84. Consolidate small parochial schools located close together in one large elementary school. Perhaps surprisingly, support for consolidation was so strong that it could be labeled "overwhelming". "Yes" votes were cast by 59% of the lay Catholics, 67% of the lay teachers, 76% of the religious teachers and--of course--81% of the clergymen. Of those who did not vote "Yes,"

only half were clearly opposed to the idea; those remaining were uncertain.

Consolidation of parish elementary schools as well as diocesan secondary schools is being actively discussed among parishioners and Catholic school officials in Rhode Island, but there have been very few consolidations so far. Consolidating small schools, as the public school system learned long ago, can bring about economies, make more efficient use of the dollars spent, and improve program quality. It could also lead to some centralization in financing parish schools. Consolidation is so promising and evidently so acceptable that it should be aggressively pursued in Rhode Island.

85. Close grades 1-3 in Catholic schools and concentrate on an especially modern approach to education in grades 4-8. The "modern approach" phrase probably put off some respondents. All other items (see item 98, for example) found more Catholics willing to close the early elementary grades. At least 60% of the laymen, lay teachers, and religious teachers said "No" to the question as phrased.

It is irresistible to point out that the determination of clergymen to abandon the early elementary grades is so great that they evidently would do so even if it meant buying a "modern approach" in grades 4-8. While only about 20% of the other groups said "Yes" to this question, 34% of the clergymen said, "Go ahead."

92. Have children take some courses in a good nearby public elementary school and the rest of their courses in the Catholic elementary school. Lay Catholics and lay teachers are opposed to this plan by a very wide margin: about 60% against as opposed to about 20% for. Perhaps by now the reader is prepared to learn that, despite its obvious lack of appeal to lay Catholics, this plan is endorsed by at least 50% of religious teachers and clergymen. This is even further evidence that those in the religious vocations are actively interested in alternatives to the present system of Catholic elementary education.

86. Close the Catholic elementary schools where there are good public schools and provide religious education for these children after school hours or on Saturday or Sunday. Lay Catholics and teachers are almost as opposed to this proposition as they are to enrolling children part time in public schools, but not quite. Only 21% of lay Catholics favored the part-time plan, whereas 33% of them were interested in the after-school, Saturday, or Sunday plan. In contrast, religious teachers think that having children in Catholic schools part time during the regular school day would be better than attempting to provide religious education after school or on weekends. While only 34% rejected

the part-time public school plan, 56% rejected the after-school and weekend plan. True to form, just as many clergymen said "Yes" to the after-school plan as they did to the part-time public school plan (about 55% in each case).

This plan appealed most to lay Catholics in high-income parishes, perhaps because the public schools are better there, or perhaps because of a fading interest in parochial education on the part of high-income Catholics.

Change Secondary Schools (T67, T68)

91. Build more high schools so that all Catholic adolescents can attend a Catholic high school. Of course lay Catholics and lay teachers were split on this issue, with roughly 40% who said "Yes" and 40% who said "No". While only 18% of the religious teachers favored building more elementary schools, 36% of them favored building more high schools. The views of the clergymen on this question are of great interest. It is already clear by this time that they prefer high schools to elementary schools, but when asked about building more Catholic high schools, a full 55% said "No." Only 30% of the clergymen would build more high schools. It now becomes clear that the majority of Catholic clergymen in Rhode Island--if the 198 responding to this item are typical--would not expand the system of Catholic secondary schools, (even though those schools today enroll a minority of eligible Catholic high school young people). This attitude on the part of clergymen indicates that a serious reappraisal of Catholic education is now underway among these key figures in the Catholic church.

96. In some areas, local diocesan high schools might be changed to junior high schools permitting nearby parishes to eliminate grades 7 and 8. One cannot say whether the respondents reacted to the idea of converting diocesan high schools to junior high schools, or to having parishes eliminate grades 7 and 8 or to both suggestions. In any case, the question drew an abnormal number of "don't know" answers. The idea attracted the religious teachers more than any other group: 46% said "Yes."

95. Work with members of other faiths so students could elect religious education courses in an ecumenically sponsored separate building as part of their regular high school schedules. The response to this item gives a remarkably clear picture of the degree to which all groups of Catholics are open-minded about altering the present system of Catholic education, even at the high school level where Catholic education seems to be most valued. "Yes" answers came from 50% of the lay Catholics, 57% of the lay teachers, 62% of the religious teachers and from 69% of the clergymen. Once again, clergymen led all other Catholics

in their willingness to consider a change. The change proposed by this item is certainly dramatic enough to have caused a conservative person to say "No" to this sharp break with the long tradition of separate Catholic education. The item drew opposition from only 30% of lay Catholics and lay teachers and from only about 20% of religious teachers and clergymen. The feature of this plan which helps account for its acceptance is the fact that religious education would be scheduled during the regular school day--not after school or on weekends.

93. Have students take some courses in a good nearby public high school and the rest of their courses in a Catholic high school. This "half and half" or dual enrollment plan does not have the appeal of an ecumenically-sponsored religious education center adjacent to a public high school. About 60% of lay Catholics and lay teachers said "No." Less than 25% of the lay Catholics said "Yes." But a majority of clergymen, evidently open to any alternative, said "Yes" and were joined in that opinion by a majority of the religious teachers. Responses to this item were almost precisely the same as responses to a similar item about elementary schools.

87. Close the Catholic high schools where there are good public schools and provide religious education for these children after school hours or on Saturday or Sunday. After school hours and weekends are poor times to schedule religious education classes, in the opinion of most Catholics. Over half of every group was opposed. Less than 30% were in favor, with religious teachers coolest of all to the idea. Clergymen, of course expressed the greatest interest, with 35% ready to give it a try.

Pooling and Sharing Funds (T69)

45. An annual diocesan education tax, based on ability to pay, would be a good way of raising funds for the support of Catholic education. The use of the word "tax" probably cooled the interest of most Catholics in this proposal. They liked the idea better when it was expressed differently, as in a later question. But even with the notion of a "tax," at least 1/4 of all groups endorsed the idea. The religious teachers were most in favor (36%); lay Catholics were most opposed (59%).

56. I would be willing to contribute, on a tax deductible basis, to an annual diocesan educational fund raising drive, similar to a United Fund drive. A "contribution" sounded enough better than a "tax" to persuade some Catholics to change their minds about diocesan fund raising. The religious teachers evidently had more confidence in the notion of a tax; over half were uncertain about the contribution plan.

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68. Funds raised in wealthy parishes should be used to help pay the costs of Catholic education in poorer parishes. Perhaps expressing the idea as a general principle--without the concept of a diocesan "tax" and without expressing a willingness to contribute--made it more palatable. Whatever the cause, the idea of wealth-sharing drew the applause of the majority of all Catholics questioned. Opposition was expressed by no more than 1/4 of any group. At least 70% of all religious teachers and clergymen were in favor.

After some exploration of the proper mechanism, Catholic officials in Rhode Island should be able to mount a successful program of wealth-sharing.

Diocesan Fund (T69)

83. Part of the money collected in the diocesan educational fund raising drive should be used to provide scholarships to Catholic colleges and universities. A majority of Catholics agree. Only the clergymen fell short of a 50% endorsement. Opposition was limited to no more than 30% of any group, except for the clergymen, 40% of whom were opposed.

63. The value of a Catholic college education is so great that the Catholic community should support Catholic colleges. More laymen disliked this plan than liked it, but it had a certain appeal to religious teachers and clergymen.

65. Part of the money collected in a diocesan educational fund raising drive should be used to provide training for specialists in religious education. This innocent-sounding item, which might not be expected to arouse opinion either way, evidently proposes a solution to a widely-felt problem. Few items in the questionnaire revealed as much agreement among all groups of Catholics as this one did: about 60% of the laymen and 80% of those in religious vocations agreed with the statement. Since the desire for a solution seems to be accompanied by a willingness to pay for one, it would seem that Catholic leaders ought to act on the suggestion.

National Catholic opinion leaders hold mixed views today about whether the present pattern of Catholic schools can best achieve the religious education aims of the church. Whatever they are accomplishing, Catholic schools in Rhode Island apparently are not satisfying the aspirations of either lay Catholics or of those in religious vocations for the religious education of children. Is it possible that alternatives to the present system of Catholic education would free the resources of the church for a different and perhaps more effective approach to religious education?

Ability to Support Church and School (T70)

51. Tuition rates for Catholic high schools are not beyond the reach of most parents. The question may be reworded as: "Most parents can afford high school tuition." This question split every group of Catholics, with some agreeing and some disagreeing. Of those who expressed an opinion, a majority of lay Catholics and lay teachers agreed that most parents could afford tuition. A majority of clergymen agreed with this view. Religious teachers were doubtful, with almost half believing that most parents cannot afford high school tuition charges.

    The responses to this question and others like it suggest there may be some leeway for raising Catholic high school tuition.

59. Most Catholics don't contribute as much as they could to the support of the church. Most Catholics had no doubt that Catholics could, in fact, contribute more to the church if they wished to do so. An extraordinary number of the respondents checked "Strongly Agree" in reacting to this statement: just over 40% of the clergymen and just over 20% of all other Catholics. Only about 10% of those responding disagreed with the statement.

    The responses tend to confirm the suggestion made earlier in the discussion of Catholic ability to pay for Catholic education, when it was asserted that, given their incomes, Rhode Island Catholics could spend more to support the church--or the parish school.

74. Parish finances make it impossible for Catholic schools to match public school teacher salaries. The great majority of all Catholics agree. An impressive 90% of clergymen and 83% of the religious teachers think that public school salary rates are out of the question for lay teachers. Many lay Catholics (65%) agreed. What is probably more striking, almost 70% of the lay teachers themselves agree that it is not possible for their salaries to match those of public school salaries.

    While the difference is not overwhelming, the idea that Catholic schools might match public school teacher salaries is imaginable to more lay Catholics than to those in the religious vocations.

Outside Financial Help (T70, T71)

73. Public funds should be used to help defray the cost to Catholic schools for teaching children academic subjects such as mathematics, foreign language, science, and reading. Definitely "Yes," say all four groups of Catholics. The percentage checking "Strongly Agree" is remarkably high: lay Catholics, 24%; lay teachers, 38%; religious teachers, 47%; and clergymen, 55%.

About 90% of those in the religious vocations agree with the statement. The only notable disagreement comes from the 26% of lay Catholics who evidently oppose the use of public funds for the purpose specified.

In short, there is a very strong belief among all groups of Catholics that public funds should be used to help pay the cost of teaching certain subjects in Catholic schools.

61. Catholics should see that the needs of children in Catholic schools are known to their state legislators. Here again, those who "Strongly Agree" are very numerous. About 90% of those in the religious vocations (95% of the clergymen) think that Catholics should tell state legislators about the needs of Catholic children. About 70% of the laymen agree that state legislators should be told. As in the previous question, the only opposition worth noting comes from lay Catholics, 19% of whom apparently would not make the education of children in Catholic schools a state responsibility.

32. Because of the contribution which Catholic schools make to the community, local buisness and industry should give some financial help to these schools. State legislators obviously look like a better target than business and industry. While a majority of lay teachers, religious teachers, and clergymen agree with the statement, lay Catholics disagree by a small margin. High income Catholics were firmly opposed to this plan by a wide margin, perhaps because they are more likely to be associated with the management of local business and industry and see limitations to this source of funds.

Summary of Survey Findings. The survey revealed much more than can be recounted. The findings which are not included nonetheless underlie many of the strong assertions in the text and have influenced the recommendations. For example, the author earlier questioned the current assertions of some Catholic leaders that Catholic curricula are largely secular and thus qualify for public support. The question was prompted by this unreported finding, among others: 57% of the lay Catholics think that parents are attracted by the assurance that nothing contrary to the faith will be taught in Catholic schools, an assurance which presumably extends beyond the class in religion.

One indicator of how clergymen regard Catholic schools was not detailed in the report but helped explain their lack of enthusiasm for Catholic schools: they judged public schools to be as good as or better than Catholic schools on 11 of 16 characteristics (see page 156 for list.) They found Catholic education clearly superior in only four respects: developing self-discipline, teaching respect for persons and property, preparing students for marriage and family life, and teaching honesty and truthfulness.

There is other information as well. An early hypothesis that Catholics might regard lay teachers as inferior substitutes for religious teachers had to be set aside when about 70% of the lay Catholics and priests alike said it did not matter laymen or the religious taught subjects other than religion. In short, more use was made of the survey than is recorded. The major findings are summarized briefly below.

Catholic clergymen and religious teachers seem to be giving up on the elementary schools and are ready to talk about alternatives, even though most of the religious are responsible for elementary schools. They think religious teachers are needed more in high school, they would close elementary schools first if they had to choose, and although they are anti-expansionist, more would build new high schools than would build elementary schools.

The real superiority of Catholic schools is in their teaching of relition, morality, self-discipline, and other desirable character traits rather than in intellectual training or college preparation, according to those surveyed. They think Catholic school quality is high and many believe that dissatisfaction with public schools is one reason for choosing Catholic schools.

"Dual enrollment" is unpopular. Catholics want their children enrolled in only one school for their absic instruction but would allow them to leave a public school "home base" to study religion in another location. They want religion scheduled in school prime time: Monday to Friday, nine to three.

Sentiment for consolidation of small parish schools is overwhelming among all groups. The opinion base seems adequate to sustain an aggressive consolidation program.

Catholics think that Catholics can contribute more to their church and most of them do not think tuition fees are decisive in determining whether a child will attend a Catholic school. They think the Catholic rich should help educate the Catholic poor.

Their ecumenical spirit is high, if their reaction to working with other groups to arrange religious education (not necessarily inter-faith or inter-denominational teaching) is any indication. A strong majority said it would be a good idea to join with other groups to sponsor religious education centers near public high schools (where 2/3 of all Catholic young people are enrolled).

And, to end where the present study started, they want public funds to help pay the cost of Catholic schooling. Moreover, they want those funds enough that they think they should tell their state legislators about it.

Many, of course, have already done so.

ALTERNATIVES FOR THE FUTURE

It is difficult enough to predict the future when the past is well recorded and the present is well understood. Neither condition exists for nonpublic schools. Yet it is necessary to predict in order to accomplish the final purpose of the study: to consider the probable effects of alternative public acts intended to influence the nonpublic future.

Public support of nonpublic education is not solely a question of economics. It is partly a question of the quality of the service being purchased at public expense. There is a reasonably good answer to this question in Rhode Island. The quality of nonpublic instruction is--or has been for many years--acceptable to a higher proportion of parents than anywhere else in the nation. Furthermore, the evidence available on student learning--fragmentary, shallow, and impressionistic though it is--indicates that nonpublic schools match public schools in teaching elementary skills and in preparing students for college.

Possible public support of nonpublic education also raises questions of social philosophy. What is to be gained or lost, and for whom, by public support of nonpublic education? To display the complexity of the question, Donald A. Erickson, Associate Professor of Education at the University of Chicago and an active sutdent of nonpublic education, was invited to write an essay for this report, drawing on his earlier work in the field which has been published in several journals and books. Erickson was asked to identify and discuss the several dilemmas surrounding public support and non-support of nonpublic schools and to comment on six alternative public policies for dealing with these schools. His essay appears in Appendix I.

Erickson finds advantages and disadvantages in each of the six sample plans. None of them seem to him to assure diversity in the kinds of education available or to assure the admission of poor people to nonpublic schools, two themes among several to which Erickson addresses himself. He adds alternatives to the six proposed, including the use of "variable-value vouchers" (worth more in the hands of the poor than the wealthy) to be given to all parents to "spend" in any school of their choice, with all schools being equally public--or nonpublic--and all schools being equally dependent on their ability to attract and hold clients. Such a plan might, among other things, assure diversity and open "nonpublic" schooling to everyone, including the poor. Erickson's essay is worth reading as one considers the alternatives presented below. (See Appendix I)

Even before this study began, it was quite clear that the values one held would ultimately influence the recommendations one developed. The study could not simply answer the question: "Do nonpublic schools need money?" (The answer is an easy "Yes--all schools need money.") The study would eventually have to answer the question: "Should they get public funds?" The answer to that is not easy, and it is surely a question of values as much as economics.

The economics of the matter are relatively simple, to wit: So long as there remains in a nonpublic school one Catholic sister or brother or one lay teacher paid below public school rates, or so long as classes are larger than public school classes, or books in shorter supply, or remedial reading and speech teachers missing, or a shortage of guidance counselors, nonpublic schools will be less expensive than public schools. And it will be cheaper to subsidize them--or even to pay 100% of their costs--than to have them close and transfer pupils to the public schools. Similarly, so long as they charge tuition, get revenue from their church sponsors, or raise funds through sales, it will be cheaper to supplement their revenues at public expense than to have them close.

As to the values which shaped the final recommendation, those of the author are listed below as a set of criteria for judging the alternatives and choosing a plan. The plan recommended meets every criterion.

Criteria for a Public Policy

The public policy adopted for dealing with nonpublic schools in Rhode Island ought to be such that it will:

Encourage public interest in and support for education.

Encourage diversity and quality in the forms of education available to the citizens of the state.

Do nothing to damage the system of public schools but strengthen them if possible by encouraging alternative institutions of high quality which may serve as models.

Extend the alternatives now available to children enrolled in public schools as well as to those now enrolled in nonpublic schools.

Make the amount and type of support going to any nonpublic school commensurate with the particular needs of that school.

Provide responsible public control over any segment of nonpublic education which is publicly supported.

Limit public control to the supported segments of nonpublic education, except for the control necessary to assure that each nonpublic school which is accepted as an alternative to the public schools under the compulsory attendance law meets a set of minimum standards.

Make it possible for every child to have an education at least as good as that available in the public schools in the district where he resides.

Encourage the spending of nonpublic funds in the educational enterprise.

Encourage nonpublic schools which are able to support themselves to continue doing so.

Adjust automatically to the changing financial fortunes of the nonpublic sector of education.

Make it likely that public funds will be used prudently and in such a way as to achieve the greatest benefit for the funds spent.

Retain the basic principles of the Rhode Island public school finance law, which provides for a local/state partnership in financing all of elementary and secondary education.

Uphold traditional Constitutional guarantees of the separation of church and state.

Selected Alternatives

Six alternative public postures toward nonpublic schools are presented and dicussed here. A few additional ones are mentioned briefly. These do not exhaust the possiblities, of course.

1. Let the nonpublic schools continue with their current limited degree of public control and public support.

In Rhode Island at the present time, local public school districts spend about $400,000 a year providing transportation to children in nonpublic schools; the State spends about $115,000 a year to supply textbooks to such pupils and to test their achievement as a part of the Statewide Testing Program; the federal government spends about $660,000 through the various Titles of ESEA and through NDEA Title V. The total amount is about $1.2 million. It has not changed appreciably since the passage of ESEA in 1965, when the funds going to nonpublic schools in Rhode Island were doubled. (T72)

Assuming the total cash costs of the 90 Catholic parochial schools which expect to be open in Rhode Island during 1969-70 to be about $5.2 million, and assuming further that these schools, having about 70% of the total nonpublic enrollment, receive 70% of the funds going to such schools, or about $825,000 for the 1969-70 school year, they will be drawing on local, state, and federal funds for services worth an additional 16% above what they are spending in cash. (T72)

Setting aside the $375,000 appropriated by the Rhode Island General Assembly for nonpublic schools in 1969-70, the kind of support the nonpublic schools are presently receiving from public sources supplements their programs but does little to relieve them of their needs for cash. That is, the services assist the schools or their pupils to such a limited degree that the schools could continue if all the support were suddenly withdrawn. They would probably miss transportation most.

If local, state, and federal sources continue to supply services worth about 16% of what the nonpublic schools are spending in cash (the percentage is actually somewhat lower than 16% in the case of independent schools, Catholic private schools, and Catholic diocesan schools, all of which spend more cash per pupil than Catholic parochial schools) the effects of doing that and no more will be those described earlier when the future of each type of school was discussed. That is, independent schools will continue to survive and even to expand and to improve slowly, particularly at the high school level; if Catholic private schools can be persuaded to raise tuition in keeping with their increases in costs, they should be able to continue with their present enrollments without further subsidies from their religious orders; if Catholic diocesan schools can be persuaded to raise tuition enough to avoid asking the diocese for an annually-higher subsidy, they should be able to maintain their present size; Catholic parochial schools, no matter what they do, are likely to lose 2000 to 3000 pupils a year for the next two or three years and continue down thereafter until by 1975 they will enroll only about 25,000 pupils.

Doing nothing more than is now being done, which is what this plan calls for, meets the criteria as an adequate public policy for dealing with most of the independent and Catholic private schools. It fails to meet a number of the criteria as a policy for dealing with most of the Catholic diocesan and Catholic parochial schools.

2. Pay a cash subsidy to nonpublic elementary and secondary schools or pupils, with the various degrees of subsidy projected.

It has been demonstrated in studies of higher education that a cash subsidy paid to the pupil becomes a subsidy to his family rather than a benefit to the school he attends. Evidently, the school is usually unable to raise tuition sufficiently to collect from the pupil the full amount of his state subsidy as new money for the college. Moreover, unless a pupil-subsidy plan is closely related to family income, it can subsidize families who do not need it.

Direct subsidy to the school itself raises questions of constitutionality in relations between church and state. Furthermore, any plan that provides a general subsidy to a nonpublic school may send public control as well as public funds into every aspect of the school operations. For example, take the new salary supplement plan passed at the last session of the Rhode Island General Assembly. Although the teacher is only 15% subsidized, she must be 100% certified, use 100% public school materials, and teach secular subjects 100% of the time. It is not unusual when supplying public funds to accompany them with a disproportionate degree of control. Later statutes might stipulate the size of classes or other conditions of work for the publicly-subsidized teachers. It is difficult in a cash subsidy plan to provide public control and yet perpetuate the very characteristics of the nonpublic school which justify its existence as a separate institution with special character and special appeal.

3. Supply additional services to nonpublic schools at public expense, as by supplying teachers, specialists, or materials, with various degrees of subsidy projected.

This plan has certain advantages over supplying a cash subsidy. Presumably public control can be limited to the services which are publicly supplied rather than reaching throughout the entire nonpublic school. It could be designed so that each nonpublic school would get the particular services it needed, although there would be less flexibility than if cash were supplied.

One clear strength of this plan is that it is largely self-adjusting in cost. That is, the salary adjustment for a publicly-paid teacher would be taken care of automatically in the public school budget, making it unnecessary for the nonpublic school to approach the legislature each year for a higher subsidy in order to give the annual raises which teachers now require.

Another advantage is that while it might be impossible for a nonpublic school to arrange for the variety of part-time specialists it might want such as school psychologists or remedial teachers, these could be supplied for the number of hours necessary each week and employed elsewhere in the public system the remainder of the time. Erickson's discussion of this alternative touches on other key points, some positive and some negative.

4. Make it convenient for nonpublic school pupils to enroll part-time in public schools to study selected subjects, with various proportions of time and choices of subjects projected.

As Erickson points out, this plan is a variant of the preceding plan, inasmuch as it is simply a special method of extending services to nonpublic schools at public expense. Rhode Island Catholics disagree on the merits of this plan. A majority of the laymen are opposed while a majority of those in the religious vocations are in favor. The acceptability of this plan probably turns upon whether students enrolled in two schools will develop a "home base" in either school. This is particularly important for very young children. High school students may lose their allegiance to their nonpublic school if the subjects and activities they take in public school happen to be more attractive than the ones they take in their nonpublic school. Acceptance of the plan also turns upon scheduling and how far students have to travel.

This plan offers pupils the best of two worlds and makes it easy for the nonpublic school to limit its responsibility to those subjects where there is a good reason to offer instruction different from that in public schools. It can make the most efficient use of nonpublic funds by allowing them to be spent directly on the subjects important to the sponsors of the nonpublic school rather than causing them to operate a full-fledged program simply in order to get access to pupils for two or three high-priority subjects.

5. Modify public schools so that religious instruction can be given regularly and conveniently by religious institutions, possibly in or adjacent to the public schools.

This plan has a very high degree of appeal to all groups of Catholics in Rhode Island. A clear majority of all groups endorsed it for use at the high school level. However, it is designed only for the religious component of nonpublic education. It presumably will be of no benefit to schools which are not church-related. For church-related schools interested only in direct religious instruction and offering secular subjects merely as a convenience to pupils, this plan would have the advantage of reserving all church funds for direct religious instruction. The cost of this plan to the public would be no different from having nonpublic schools close entirely and transfer their pupils to the public sector. The teaching of religion in an adjacent building would offer no relief to public school budgets.

6. Launch an elaborate publicly-supported program of research, development, and experimentation in a search for new forms of religious education which use modern communications media and new patterns of personnel deployment. Search for inventions which are powerful enough to replace current forms and economical enough to survive with private support.

This is, as Erickson points out, an alternative to the preceding plan. Rather than scheduling the teaching of religion in an adjacent school building (which might be inconvenient or impossible in many locations), this plan would allow for the use of television, films, and other media to present what might be dramatically different and more effective instruction. (The question of constitutionality might be avoided by public support of a general education agency such as an education television station which could develop a variety of programs in religion as well as other programs in public service.) If successful, the plan would allow churches to concentrate all their resources on direct religious instruction through new media and make it unnecessary for them to conduct secular instruction at all; it would presumably lead to a substantial reduction in the number of church schools. By causing a withdrawal of nonpublic funds from secular education, it would of course raise public school costs considerably.

None of the six alternatives described meets all the criteria listed earlier. In the next section, a plan which would meet all those criteria is set forth and recommended to the General Assembly.

RECOMMENDATIONS

The major recommendations presented here are addressed to the Rhode Island General Assembly. However, certain recommendations are also addressed to independent school officials and to Catholic school officials concerning changes in their schools. Those recommendations are presented first.

To Independent School Officials:

Independent schools in Rhode Island are growing slowly in enrollment and are improving slowly in quality. They face no serious difficulties, so far as could be determined in this study. The future looks favorable for independent schools in the state, particularly for high schools. The following recommendations are offered to independent school officials as suggestions for their consideration.

Co-operative instructional activities, co-operative social and recreational activities, and co-operative purchasing of non-instructional goods and services should be more actively pursued both as a means of improving program quality and as a means of economy. Some good examples of this kind of co-operation already exist as models.

More initiative ought to be used in approaching public school officials about joint programs with public schools. Perhaps the most promising area for exploration is the operation of summer programs using independent school facilities and independent school faculty members for public school children who normally would not have the benefit of the small classes, individual attention, special faculty talents, and somewhat different instructional style of the independent schools. If programs can be designed which are innovative in character and are addressed to populations that have learning difficulties, such as the disadvantaged and the handicapped, funds may be sought for such pupils from federal and state government funding programs.

Furthermore, parents of college-bound pupils enrolled in the public schools might be attracted by special pre-collegiate tutoring or college-style courses, seminars, and laboratory work since this kind of instruction is not available in most public high schools. Many parents probably have the income as well as the interest to support such offerings. Activities of this sort can probably best be scheduled during the summers.

Independent schools differ enormously one from another. Some may be interested in taking advantage of the plan recommended to the General Assembly.

To Catholic School Officials:

The Catholic private schools are in reasonably good health, the Catholic diocesan schools are in some difficulty, but the Catholic parochial schools are in deep trouble. What the parochial schools face is a crisis in Catholic will rather than a crisis in Catholic wealth.

Quite apart from public policy for Catholic schools, there is much that can be done within the world of Catholic education itself to develop a system which is more rational, better planned, and better controlled. The following recommendations are offered to Catholic officials in the belief that there is much they can do even in the absence of public intervention.

Catholic Private Schools. Catholic private school tuition should be raised so that these schools need no cash subsidy from the religious orders which own them. Since they are not free, they are closed to the poor. Since they are not self-supporting, they drain the resources of the religious orders and actually subsidize the children of moderate-income and high-income families, most of whom could afford realistic fees. If the private schools become completely self-supporting, the religious orders will be better able to give scholarships to the poor and to supply religious teachers for the children of low-income families who cannot pay tuition even to parish schools.

Some Catholic private schools are too small to be economically efficient. The separate orders should consider whether the improved programs they could offer at the same cost in combined schools would not be worth more to them and to their students than the present advantages of separate schools.

Catholic Diocesan Schools. Diocesan schools should raise tuition charges to match their rising expenses and should again become self-supporting. If tuition charges are set somewhat higher than actual costs, funds will be available for scholarships to poor Catholics. Wealth will be thereby redistributed, a transaction which is acceptable to lay Catholics in Rhode Island today and is desirable for high school support as well as for elementary school support.

Most diocesan high schools are too small. Consolidation is plainly in order and Catholic lay opinion will support it. Diocesan high schools must be of high quality to compete with public high schools. A good program is much more expensive per pupil in a small high school than in a large one.

Each diocesan school should be financed on the basis of a budget prepared annually. There should be both a revenue budget and an expenditure budget with revenue sources clearly identified so that all who are responsible for contributing to the school and administering it will know what they must do during the following year to keep the school in operation.

A uniform system of accounting and reporting should be adopted immediately. The accounts should contain enough detail to allow for a careful analysis of what various portions of the high school program cost each year so that economy and efficiency can be achieved.

Catholic Parochial Schools. Church officials do not agree among themselves on the desirability of Catholic parochial schools. While diocesan officials continue to endorse parish elementary schools, many parish priests are disenchanted with them. Church officials should reach some kind of agreement, taking into account the views of lay Catholics.

Parish schools will have to be made the responsibility of lay Catholics if they are to survive. But since the local parish is not a fully satisfactory administrative unit for sponsoring a school, the Diocese of Providence should move toward the creation of a central diocesan system of elementary schools. Central administration will result in better planning for school consolidations, compensation of lay and religious teachers, allocation of personnel among schools, and financing of the elementary schools.

Centralization must not be allowed to reduce the interest of parishioners in supporting the schools. The present composition of the Catholic School Board should be reviewed to make sure that it is in spirit and in practice a powerful instrument for lay Catholics to use in guiding educational policy. Regional school boards--perhaps elected rather than appointed--might be created for major sections of the state to hasten the process of consolidation. They should be subordinate to the diocesan board.

Consolidation of small schools into larger units is strongly recommended. Lay Catholic opinion seems favorable at this time. The inconvenience of a school farther from home should be offset by the improved program, the addition of specialists who can be afforded in large schools, and a return of greater value for funds now being spent.

Responsibility for financing Catholic schools should be transferred from parish priests to lay Catholic leaders over a period of time. The support of elementary schools through general church revenues should be continued, however, with parish funds transmitted to the diocese and then redistributed to equalize resources among parish schools. The elementary schools will probably have to draw a higher proportion of their income from tuition as time goes by. Tuition rates should be established at the diocesan level, be based on budgeted expenditures for the year ahead, and graduated according to ability to pay as a means of redistributing wealth.

School accounts should be designed so that school spending can be separated from church spending and the actual costs of school operation analyzed in a search for better methods. This can be accomplished without losing the convenience and economy of services purchased jointly by school and church but allocated proportionately between the two. School accounting should be uniform throughout the entire diocese and annual reports should be prepared for diocesan officials.detailing the operation of each school.

To the Rhode Island General Assembly:

Rhode Island should provide for the creation of semi-public schools, new kinds of institutions which would be partly public and partly nonpublic. The proportion and the particular segments of each such school which are assigned to the public sector should be allowed to vary from school to school and from time to time at the initiative of the parents of the children enrolled.

Responsibility for the public segment of the school should rest with officials of the public schools; responsibility for the nonpublic segment should rest with officials of the nonpublic school.

The standards maintained in the nonpublic portion should be at least as high as required by the Board of Regents for the operation of any school meeting compulsory attendance requirements. The standards maintained in the public portion should be those of the public school district in which the nonpublic school is located.

The initiative for the creation of a semi-public school should be allowed to come either from parents of children enrolled in a public school or from parents of children enrolled in a nonpublic school.

The specific recommendations are as follows:

I. A law should be passed permitting the governing body or administrative head of any nonpublic school in the state to declare any number of the pupils enrolled in it to be simultaneously enrolled in a public school in the district in which the nonpublic school is located. The law should provide that every such declaration, in order to be valid, must include the following information: 1) the names of the pupils to be enrolled in the public schools, 2) the public school grades in which those pupils are to be enrolled, and 3) the public school subjects in which those pupils are to be enrolled. The law should provide that any such declaration can apply to any pupil in the nonpublic school and to any grade level and to any subject taught at that grade level in the public school district, with reasonable notice.

II. The law should further provide the following: 1) the instruction provided by public authorities to such pupils shall be equivalent to that provided other public school pupils in the same grades and in the same subjects, 2) responsibility for providing the instruction should be the responsibility of the school committee of the district in which the nonpublic school is located, 3) responsibility for paying the costs for such publicly-provided instruction shall be that of the school committee of the district in which the child legally resides, with the method for computing such costs to be determined by the Commissioner of Education, 4) the manner in which the instruction will be provided shall be determined by the school committee of the district in which the nonpublic school is located, with acceptable methods including but not being limited to the following: a) sending publicly-paid teachers to nonpublic school buildings which the children attend, b) requiring the children to attend public school buildings in order to receive public instruction.

III. The law should further provide that special services such as those provided by remedial reading specialists, remedial speech specialists, school psychologists, and guidance counselors, equipment such as that contained in science laboratories, instructional materials such as those contained in audio-visual centers, reading materials such as those contained in school libraries and other such appurtenances of the instructional process as it is practiced from time to time in the public schools shall be made available only in association with the publicly-supplied portion of the instruction of each child and only to the extent that such supplementary goods and services are customarily supplied during similar portions of the instruction of a child enrolled full time in the public schools. In short, the nonpublic school child would get only the amount of auxiliary special services that normally goes with the amount of public instruction he is receiving. Those services would not be available except as an integral part of any regular school subjects for which he is enrolled.

IV. The law should require public school officials to accept part-time students into the public schools, allowing them to enroll for any grade or course or instructional program normally provided for full-time students.

The law should authorize and encourage public officials 1) to schedule public instruction so as to make parallel nonpublic instruction convenient for pupils and 2) to permit privately-supported supplements to public instruction (except for the teaching of religion) to be housed in public school facilities. The law should stipulate that, to be eligible for parallel scheduling or for housing in public school facilities, such supplements must enhance the educational development of the pupils, must be sponsored by non-profit groups and must not interfere with the normal operation of the public school program.

V. The law should amend the present Rhode Island school finance statute to provide that part-time students enrolled in the public schools may be counted on a pro rata basis in determining the number of pupils to be educated in the local school district.

Here are some examples of how semi-public education might be conducted:

EXAMPLE 1: Two Catholic parochial school faculties are combined into one. Half the faculty is retained and half is released. All retained faculty members are religious teachers. The teaching of English, social studies, French, music and religion are kept as nonpublic school subjects. All pupils are assigned to the public sector for instruction in mathematics, science, art and physical education.

Pupils continue to attend their parish school buildings full time. The nonpublic faculty teaches them in the mornings; the public faculty teaches them in the afternoons. (The schedule is reversed in the companion school.) Public officials lease the parish school buildings for the portion of the day during which public instruction is provided. Public officials supply the materials and equipment for the public portion of the program. When weather permits, the children travel to public school grounds for physical education and also for after-school sports in the upper grades.

EXAMPLE 2: Three bright diocesan high school seniors are assigned to the public schools for their final course in science, which is advanced biology. They start every morning in the public high school building, hearing a lecture or working in the specially-equipped laboratory. At the end of class they return to the diocesan high school.

Every afternoon a class of 17 students comes from the diocesan high school to take a course in computer science so that the students will be able to use the computer in the public high school.

EXAMPLE 3: An independent elementary school declares its entire student enrollment to be in the public sector for every subject except art, music, and foreign language. Public school officials absorb the pupils into available classroom space in public school buildings; the independent nonpublic school develops extraordinarily attractive programs in the three subjects it has retained, triples its enrollment by admitting older students and adults, schedules adult classes in the mornings and classes for children starting in the afternoon when they arrive after being dismissed early from the public schools.

EXAMPLE 4: The parents of about 100 public high school students become dissatisfied with the music instruction available and withdraw their children from public school music classes. They employ a faculty of four part-time music teachers, who come to the high school building on a schedule arranged by the principal and give private instruction at parental expense. The school charges the parents for any extra custodial services or other costs of using the building.

EXAMPLE 5: A number of religious groups combine funds to purchase a former parish school building located three blocks from a public junior high school. Ninth grade students come from the junior high during the regular school day for an ecumenically-sponsored course in comparative religions which is correlated with their ninth grade study of world regional geography and cultures. They stay an extra period for a seminar with a clergyman of their own faith and denomination.

Looked at one way, the plan adds nothing to what is already available to the parents of nonpublic school children and to nonpublic school officials. That is, they can without notice and without restriction decide to close any school or any grades they choose.

Looked at another way, however, the plan adds a significant new option. Until now, nonpublic schools could only choose to stay completely open or to close entirely. Under the recommended plan, they can choose to stay open in part. This would enable them to concentrate on the aspects of instruction which they most desire to vary from standard public school instruction. That is, some subject fields may be of special interest to parents because of their potential for teaching religious and moral values, or because of their power to stimulate artistic expression, or give specialized occupational training, or keep alive a second language, or preserve ethnic differences, or shelter the handicapped or stimulate the gifted. The point is that parents may have myriad reasons for reserving some part of a child's instruction to the nonpublic sector. Nonpublic school officials may wish to declare only a single subject, such as physical education, as being in the public sector. Or they may wish to declare the entire school program, except for a single subject such as art, as being in the public sector.

The plan for semi-public schools contains many elements of the alternative plans previously discussed but it does not have their shortcomings. It should accomplish what most of them intend to accomplish, but to do it more effectively, and it should accomplish a number of other valuable objectives as well.

The ways in which the plan meets the criteria established earlier are described below.

The plan encourages public interest in and support for education by giving many parents in the nonpublic sector a stake in the quality of that portion of public instruction their children receive. The former gap between the public school interest bloc and the nonpublic school interest bloc will be bridged by parents who acquire a concern for both sectors.

The plan increases the quality of instruction by allowing for a combination of public and nonpublic elements. It becomes unnecessary for nonpublic schools to stretch too little money over too many subjects in order to complete an instructional day. It permits the concentration of nonpublic funds in those subjects and grades particularly valued by nonpublic school sponsors and should enhance the quality of those chosen segments. It allows every high school to become a comprehensive high school, with vocational as well as academic courses open to all pupils. For the public schools, it does something similar by making it possible for parents to add a nonpublic supplement to any inadequate public school program, either extending or replacing what now exists.

The plan does not surround an inadequate basic instructional program with a wrapping of auxiliary and supplementary services which could be expensive yet leave the ineffective basic program untouched. Instead, it requires that basic instruction be assigned to the public sector as a condition for receiving supplementary services. This eliminates the possibility that an ineffective instructional program in reading, let us say, would be supplemented by remedial reading instruction which would try to make up for what was done poorly in the regular classroom. Basic instruction in reading will have to be declared in the public sector before remedial instruction becomes available.

The plan encourages diversity in education by adding semi-public schools to the 100% public schools and 100% nonpublic schools which now exist. An endless variety of semi-public schools may be brought into being, with various combinations of subjects and grades allocated to the two sectors of education.

The plan allows a school sponsored by a church to release its staff for the full-time teaching of religion should it wish to do so. It allows for a few schools in the state to pilot test the approach while other schools continue as they are at present until the outcomes of the pilot test become clear.

The plan does no damage to the present system of public schools, but it challenges them to make public instruction so good that parents will not withdraw their children and create nonpublic substitutes. It gives parents an option to do something besides complain, and it places that option in the hands of every individual parent. Improvement should be swifter than when parents must organize into large groups to make an impression upon the school committee. Ten or twelve can now withdraw their children from unacceptable programs, thereby giving clear expression to their dissatisfaction. Nonpublic substitutes which exist near the school or even inside it may make better models than nonpublic schools have made in the past.

The plan extends the alternative forms of education available both to public school pupils and nonpublic school pupils. It opens up the entire range of public school classes to nonpublic pupils, and it makes possible an extensive array of nonpublic supplements for public school pupils limited only by the funds and imagination of their parents. The options for them include talented teachers who are skillful though uncertifiable, travel as a form of instruction, class sizes ranging from one to one thousand, specialized equipment which would never be found within a public school building, and so on.

The plan does not assume that every nonpublic school needs the same thing from the public sector. It assumes the opposite. Nonpublic officials decide the amount and type of public instruction their pupils need, and they change it when necessary. They can remove their pupils from the public sector as readily as they can place them in it. They can experiment with the proper mixture of public and nonpublic elements until they have a blend they can afford.

The plan does not give funds to every nonpublic school without asking whether those funds are needed. The financing ranges from zero to 100%, depending upon what segment of its pupils and program the nonpublic school declares to be in the public sector.

The plan arranges for total public control over every publicly-supplied service. Local public school officials are fully responsible for the character and quality of all publicly-supplied instruction, just as they are for the regular public school program. Dissatisfied parents will know exactly where to turn. The diversion of public funds to nonpublic purposes is less likely in this plan than in any other.

The plan provides that public control will go exactly as far as public funds, but no farther. The nonpublic segment of instruction remains as free of public control as ever. What the public provides, the public will control. Nothing more.

The plan makes it unnecessary for a child to forego adequate instruction in certain subjects, such as science in the upper elementary or junior high grades, because his parents want him to have the advantage of high-quality nonpublic instruction in other subjects. Now he can have instruction in all subjects at least equal to that found in the local public schools. All that nonpublic officials need to do is to assign him to the public sector for any instruction which is better than that available in the nonpublic school.

The plan does nothing to reduce the spending of nonpublic funds on the educational enterprise, although it may cause those funds to be concentrated on fewer subjects or grade levels. (It should be remembered that the actual cash now spent on nonpublic education is far less per pupil than that required in the public schools, thanks chiefly to the services contributed by low-salaried religious teachers.) There is no reason why the availability of public instruction for selected grades and selected subjects should reduce the interest of nonpublic school sponsors in paying for those special nonpublic features which caused them to open the nonpublic school in the first place. They elected to avoid public instruction before; they can elect to avoid part of it now, pay the same price as before, but get higher quality in the narrow band now reserved to the nonpublic sector.

The plan contains an incentive for nonpublic schools which are able to finance themselves completely to keep on doing so. If their funds are adequate, their programs attractive, and their instruction equal or superior to that in the public schools, what have they to gain by declaring their pupils to be in the public sector? Nothing but the unnecessary extension of public control into a segment of their school, accompanied by a lowering of the quality of instruction to that available in the public schools. Nonpublic parents as well as nonpublic officials would have reason to oppose such a move.

As the ability of the nonpublic school to attract funds from clients expands or shrinks, and as its expenses fall or rise--probably the latter--it can upon its own initiative and without complex preparation simply alter the size of its public segment to accommodate the financial changes it is experiencing. Thus more is being accommodated in this plan than the rise and fall of parental incomes. Shifts in parental tastes and preferences are often the underlying causes of shifts in the financial condition of a nonpublic school.

Prudential use of public funds is as likely in the public segment of the nonpublic school as in the 100% public school, inasmuch as the responsibility rests in identical hands.

The plan adopts without alteration the thoroughly-tested principles of the existing Rhode Island local/state partnership in school finance, under which the share to be paid by each partner is based on the wealth available per public school pupil in each local district. Under the terms of that partnership, once the ratio is established, the local district spends whatever it sees fit and the state automatically contributes its established share. The present finance law works well and has become a model for some other states. The semi-public school plan retains every feature of it. Localities would pay their established share of the cost of public services to resident nonpublic pupils and the state would pay its established share. (The local/state ratio in any given school district would be amended under the existing formula if the number of nonpublic pupils transferred in whole or in part to the public sector differed from the average number transferred to public school districts statewide.)

Constitutional questions are beyond the scope of this study. However, the semi-public plan set forth here ought to be as free of challenge on constitutional grounds as any of the alternatives considered. Constitutional requirements ought to be met by the fact that 100% public control accompanies every public service and the fact that in order to receive services, pupils would have to be enrolled in the public schools and become the responsibility of public officials for that part of their education which is publicly supplied.

The plan meets the criteria for a desirable public policy better than any of the alternatives considered. That is, it provides for diversity, encourages quality, multiplies the alternatives available to all children, tailors support to the needs of each individual nonpublic school, provides for complete public control over the public segment of each school but only over that segment, encourages the flow of nonpublic funds into the schools by allowing for nonpublic supplements to public education, adjusts automatically to the ebb and flow of funds available from nonpublic sources, tends to exclude from the public sector those well-supported independent schools which would not be interested in adding public segments to their programs since they operate above the public school level, makes financial support of the plan the responsibility not only of the state but of the localities in Rhode Island as well, and preserves the separation of church and state as guaranteed by the Constitution.

APPENDICES

APPENDIX A

RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION

The Commission

Following its creation by Senate 122 of the Acts and Resolves of 1965, the Special Commission to Study the Entire Field of Education was sworn in by Governor John Chafee on June 16, 1965. Immediately following the swearing-in ceremony, the Commission elected its officers: Chairman, Senator Walter J. Kane; Vice-Chairman, James F. McCoy; Secretary, Mrs. Sara Bunnett.

The Commission was given the power to engage technical, clerical and other assistance it deemed necessary for fulfilling its charge. It was empowered to apply for and receive any grants or appropriations from any federal, state or local agency, private foundation or from any individual to carry out its purposes.

The Governor appointed the following public members; the last three of whom had experience as a teacher:

Mrs. Sara Bunnett, Providence
James F. McCoy, Pawtucket
Milton Paisner, Cranston
Brother L. Richard Casavant, Woonsocket
Dr. Alexander Cruickshank, Kingston
C. George Taylor, Providence

Lt. Governor Giovanni Folcarelli appointed five members;

Senator Walter J. Kane, Smithfield
Senator Charles Bechtold, Kingston
Senator Joseph Bruno, Bristol
Senator Francis J. Smith, Woonsocket
Anthony Williams, Pawtucket

Speaker of the House John J. Wrenn appointed six members;
Representative Donald A. Bonner, Westerly
Representative Arline R. Kiven, Providence
Representative Michael Sepe, Cranston
Representative Eleanor F. Slater, Warwick
Representative Joseph A. Thibeault, Cumberland
Judge Florence K. Murray, Newport

In November, 1966, Mrs. Sara Bunnett resigned as secretary and member of the Commission and Mrs. Lorraine Webber of the Commission staff was appointed secretary on December 3, 1966.

Following the November, 1966 election and in compliance with S122, reappointments were made in January, 1967 to the Commission membership of those persons who were no longer serving in the General Assembly. Appointed from the Senate by Lt. Governor Joseph A. O'Donnell to replace Senators Bechtold, Bruno and Kane were:

Senator Calvin Dykeman, East Providence
Senator Charles Nathanson, Warwick
Senator Eleanor F. Slater, Warwick

Appointed from the House of Representatives by Speaker Wrenn to replace Representatives Kiven, Sepe and Slater were:

Representative Anthony Barone, Providence
Representative Samuel Kagan, Providence
Representative Walter A. Quinn, Jr., Providence

Following these several appointments, the Commission on January 31, 1967 elected Rep. Joseph A. Thibeault as chairman to replace Senator Walter Kane.

S122 was amended in the January, 1967 session of the General Assembly to permit the chairmen of the Senate and House Finance Committees to designate a member from their Committees to sit in for them on the Commission. In March, 1967, Senator Francis P. Smith appointed Sen. J. Joseph Garrahy as his designee.

In April, 1967, Governor Chafee appointed Mrs. Barbara Noyes of Providence to replace Mrs. Sara Bunnett.

In January, 1969, Lt. Governor Joseph J. Garrahy appointed Senator William Goodwin of Providence to replace Senator Eleanor F. Slater of Warwick. Also in January, 1969, Rep. John J. Hogan of Cumberland succeeded Rep. Anthony Barone of Providence as Chairman of the House Finance Committee and thus replaced him as a member of the Commission.

Major Reports

During the first three years of its life, the Commission conducted and published 11 major reports, the 11th being its Final Report to the General Assembly in June, 1968. A complete list of Commission studies appears in Appendix C.

Supplementary Report on Nonpublic Schools

During the 1968 legislative session, while the Commission was concluding its major study and preparing its Final Report, the General Assembly requested the advice of the Commission on the question of public financial assistance to nonpublic schools or nonpublic school students, the issue having been raised by bills submitted to the General Assembly during the 1968 session. The Commission responded that it would not be able to assist with that question because of the limited amount of attention given to those schools during its major study, but that it would be happy to make a supplementary study of nonpublic schools. The General Assembly asked the Commission to undertake such a supplementary study, extended its life to March 31, 1969 for that purpose, and appropriated additional funds to it.

The Commission sought and received additional financial support from the Carnegie Corporation of New York and from the Rhode Island Foundation for the conduct of the nonpublic study.

On August 1, 1968, the Commission contracted with Henry M. Brickell, Professor of Education and Associate Dean for Research and Development in the School of Education at Indiana University to undertake a study of nonpublic elementary and secondary schools in Rhode Island on behalf of the Commission. Although the Commission advised Dr. Brickell periodically on the conduct of the study, he determined the methods to be used, the data to be collected, and he reached his own conclusions. The present document constitutes his final report to the Commission.

In March of 1969, inasmuch as the nonpublic school study had not been completed, the General Assembly extended the life of the Commission until May 15, 1969. The Commission terminated at that time. This report was completed subsequently.

APPENDIX B

LEGISLATION CREATING THE COMMISSION

S 122

(Amendments noted)

Introduced by—Senators Sgambato, Kane and Belhumeur

Ordered Printed by—Senate

Date Printed—February 2, 1965

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

JANUARY SESSION, A. D. 1965

RESOLUTION Creating a Special Commission to Study the Entire Field of Education in the State, and Making an Appropriation Therefor.

Resolved, That a special commission be and the same is hereby created consisting of seventeen (17) members: five (5) members to be appointed by the lieutenant governor; four (4) of whom shall be from the senate, not more than three (3) of whom shall be from the same political party and one (1) of whom shall be chairman of the senate finance committee, or his permanent designee who shall remain a member of said Commission as long as he shall be a member of said finance committee and who shall have the same powers as said finance chairman serving on said commission, and one (1) from the general public; six (6) members to be appointed by the speaker of the house of representatives, five (5) of whom shall be from the house of representatives, not more than four (4) of whom shall be from the same political party and one (1) of whom shall be chairman of the house finance committee, or his permanent designee who shall remain a member of said commission as long as he shall be a member of said finance committee and who shall have the same powers as said finance chairman serving on said commission, and one (1) from the general public; and six (6) members to be appointed by the governor, one (1) of whom shall have had experience as a teacher at the grammar school level, one (1) of whom shall have had teaching experience at the high school level, one (1) of whom shall have had teaching experience at the college level, and three (3) from the general public. It shall be the purpose of the commission to study the broad field of education within Rhode Island including, but not limited to:

(a) a review of the laws of the state pertaining to education, the educational institutions of the state and their organization, and the educational laws, programs, and school systems in other states, with a view to elevating educational standards in the state;

(b) a review of the role and scope of the state board of education;

(c) the need for revision and modernization of the organizational and financial structure of the school systems of the state;

(d) a review of the present formula for distribution of state funds to local education;

(e) the possible establishment of joint school districts which cross municipal boundaries;

(f) the "off-hour" use of junior college facilities on a "learn and earn" basis;

(g) the use of the "trimester plan" in the operation of the state's colleges.

Said commission shall also consider and study the entire educational and transportation system from primary grades through college.

Forthwith upon the passage of this resolution, the members of the commission shall meet at the call of the governor and organize and select from among themselves a chairman. Vacancies on said commission shall be filled in like manner as the original appointments.

The membership of said commission shall receive no compensation for their services, but shall be allowed their travel and necessary expenses. The commission may engage such clerical, technical and other assistance as it may deem necessary and spend such other funds as it deems necessary to accomplish its purposes.

Said commission shall be empowered to apply for and receive from any federal, state or local agency, private foundation or from any individual, any grants, appropriations or gifts in order to carry out the purposes of this commission.

All departments, boards and agencies of the state shall cooperate with said commission and furnish such advice and information, documentary and otherwise as may be necessary or desirable to facilitate the purposes of this resolution.

Said commission shall report to the general assembly from time to time the results of its study, and its recommendations, if any together with drafts of legislation necessary to carry out its recommendations; provided, however, that said commission shall file its final report on or before June 30, 1968; and be it further

Resolved, That the sum of $225,000 be and the same is hereby appropriated, out of any money in the treasury not otherwise appropriated, to carry out the purposes of this resolution and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sum or so much thereof as may be deemed necessary from time to time, upon the receipt by him of properly authenticated vouchers.

Resolved, that subsequent to June 30, 1968, the date of its final report, the Commission shall remain in existence and its appropriation shall be available until June 30, 1968 for the purpose of advising on legislative drafts to implement its recommendation, acquainting interested groups and the general public with its findings and recommendations, and arranging for the final disposition of its files, supplies and equipment.

APPENDIX C

STUDIES CONDUCTED AND PUBLISHED BY THE RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION

The Rhode Island Comprehensive Foundation and Enchancement State Aid Program for Education, Dr. Charles S. Benson and Dr. James A. Kelly, December, 1966.

Population and Employment Prospects for Rhode Island, 1965-2000, Staff Specialist: Dr. Cynthia V. L. Ward, The Rhode Island Special Commission to Study the Entire Field of Education, April, 1967.

State Financial Assistance for Public School Housing in Rhode Island, Dr. James A. Kelly, November, 1967.

Financing Public Education in Rhode Island, Part I, Historical and Fiscal Trends, 1947-1966, Rhode Island Public Expenditure Council, November, 1967.

Educational Personnel of the Rhode Island Schools, Volume I—Text, *Educational Personnel of the Rhode Island Schools,* Volume II—Tables, Dr. Richard Wynn, December, 1967.

Enrollment Trends and Projections for Education in Rhode Island, Staff Specialist: Thomas M. Mulvey, The Rhode Island Special Commission to Study the Entire Field of Education, December, 1967.

What Do the Principals Think? Staff Specialist: Tilden B. Mason, The Rhode Island Special Commission to Study the Entire Field of Education, December, 1967.

School Curricula and Instructional Practices in Rhode Island, Institute for Educational Development, Dr. Joseph Dionne, January, 1968.

Organization and Administration of Education in Rhode Island, Dr. Philip Chamberlain, Dr. Forbis Jordan, Dr. William Wilkerson, February, 1968.

Financing Public Education in Rhode Island, Part II, Projected Cost of Public Education, Rhode Island Public Expenditure Council, March, 1968.

Education in Rhode Island: A Plan for the Future, The Rhode Island Special Commission to Study the Entire Field of Education, June, 1968.

APPENDIX D

RECENT BILLS SEEKING STATE SUPPORT FOR NONPUBLIC SCHOOL STUDENTS IN RHODE ISLAND

Four bills were introduced to the Rhode Island General Assembly during the 1968 legislative session and five bills have been introduced to the General Assembly at the 1969 session which would provide some form of support to nonpublic school students or to nonpublic schools. The nine bills are listed below, with an explanation of each bill as provided by the Rhode Island Legislative Council.

1968 Session

H 1462

Introduced by--Representatives Cochran, Newbury, Brennan, Wrenn,
Bevilacqua and others
Date Printed-- February 21, 1968

An Act in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended.

This bill would provide for the assurance of quality education for all young people in the state by providing a tuition grant to each student in a nonpublic school approved by the commissioner of education in an amount equal to one half of the contribution which the state makes to the city or town in which the student lives for the education of a student in its public schools. It also provides a grant for each Rhode Island student in a nonpublic college equivalent to one half of the amount of the operating cost to the state per student now attending the state operated undergraduate and junior colleges.

H 1721

Introduced by--Representative Brennan
Date Printed--March 21, 1968

An Act in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education" as Amended.

This bill gives legislative recognition to the threatened deterioration in the quality of nonpublic school education due to mounting costs of instruction, and provides for the state to pay salary supplements to teachers holding state certificates who teach English, mathematics, science, American history and government, modern foreign languages or physical education in nonpublic elementary and high schools which meet standards established by the commissioner of education and which are in compliance with the civil rights act of 1964. No teacher would be eligible to receive such salary supplement unless the school in which he teaches pays him a salary which together with the salary supplement meets the minimum salary schedule established by the community in which the school is located.

The amount of salary supplement would be that percentage of the minimum salary schedule which is equivalent to the state's percentage share of the foundation level school support in the community in which the eligible nonpublic school teacher teaches.

H 1600

Introduced by--Representatives DelGiudice, Tarro, Giangiacomo, Brennan and Solomon
Date Printed--March 25, 1968

An Act in Amendment of and in Addition to Chapter 42-15 of the General Laws, Entitled "Department of Education," in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended, in Amendment of Section 16-23-2 of Chapter 16-23 of the General Laws Entitled "Textbooks," as Amended, and in Amendment of Section 16-22-9 of Chapter 16-22 of the General Laws Entitled "Curriculum," as Amended.

This bill creates a division of nonpublic schools in the department of education headed by an associate commissioner of education. The division at the state's expense would provide secular educational services to pupils in nonpublic elementary and secondary schools in this state in the fields of bus transportation, school health programs, coordinating federal programs, administering the textbook loan law, providing professional personnel and paying one-third of the contract salary of such professional personnel. The cost of providing such services to any one participating nonpublic school shall constitute that part of the total state cost for providing such services to all such participating nonpublic schools pro rated on the basis that schools enrollment bears to the total enrollment in all participating nonpublic schools.

H 1823

Introduced by--Representative Brennan
Date Printed--March 28, 1968

An Act in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended.

This bill would provide for the assurance of continued diversity in education of high standards in this state by providing a salary supplement to every duly certified or certifiable lay teacher for the teaching of secular subjects in a nonpublic school in the state of Rhode Island. No teacher would be eligible to receive such salary supplement unless the school in which he teaches pays him a salary which together with the salary supplement meets the minimum salary schedule established by the community in which the school is located.

The amount of salary supplement would be that percentage of the minimum salary schedule which is equivalent to the state's percentage share of the foundation level school support in the community in which the eligible nonpublic school teacher teaches.

1969 Session

H 1045

Introduced by--Representative DelGiudice
Date Printed--January 15, 1969

An Act in Amendment of and in Addition to Chapter 42-15 of the General Laws, Entitled "Department of Education," in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended, in Amendment of Section 16-23-2 of Chapter 16-23 of the General Laws Entitled "Textbooks," as Amended, and in Amendment of Section 16-22-9 of Chapter 16-22 of the General Laws Entitled "Curriculum," as Amended.

This bill creates a division of nonpublic schools in the department of education headed by an associate commissioner of education. The division at the state's expense would provide secular educational services to pupils in nonpublic elementary and secondary schools in this state in the fields of bus transportation, school health programs, coordinating federal programs, administering the textbook loan law, providing professional personnel and paying one-third of the contract salary of such professional personnel. The cost of providing such services to any one participating nonpublic school shall constitute that part of the total state cost for providing such services to all such participating nonpublic schools pro rated on the basis that school's enrollment bears to the total enrollment in all participating nonpublic schools.

H 1171

Introduced by--Representative Thompson (By request)
Date Printed--January 29, 1969

An Act in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended.

This bill would provide for the assurance of the freedom to pursue and ascertain truth according to one's conscience, would provide those parents with highly gifted children the opportunity of selecting those institutions especially adapted to encourage the exceptional talent of such children, would stimulate quality education in all institutions through competition, and would retain the jurisdiction of schools with the community which schools reflect and to which schools belong, by providing a tuition grant to each student in a nonpublic or nonstate school approved by the local school committee or accredited by the state board of education in an amount up to 35% of the state's payment for a public school child's tuition for each semester.

H 1669

Introduced by--Representatives Petrarca, Geoffroy, Johnson, Healey, DelGiudice and others
Date Printed--March 20, 1969

An Act Permitting School Committees to Lease Buildings or Portions Thereof as Public School Property and in Amendment of Section 16-2-15 of the General Laws, in Chapter 16-2 Entitled "School Committees and Superintendents"

This bill as permissive legislation offers the possibility of some relief to cities and towns in the difficulties arising from closings of nonpublic schools. Incidentally relief for nonpublic schools also results. Authority is given to lease buildings or prats thereof as public school facilities, it may be possible to lease part of a nonpublic school to continue operation. Thus, if, by leasing two classrooms in an eight room school, the nonpublic school could operate the other six, the city or town would have about one-quarter the instruction cost that would result from complete closing of the school. Naturally, the nonpublic school would be relieved of certain expenses and thereby could continue partial operation. Certain areas such as school yard, corridors, lavatories could be used in common or concurrently by both public and nonpublic school pupils. The commissioner of education can make regulations of standards for such leases.

H 1765

Introduced by--Representatives Skiffington, McKenna, Newbury, Thompson, Freda and others

Date Printed--April 1, 1969

An Act Providing for Salary Supplements to Nonpublic Schoolteachers and in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education" as Amended.

This bill provides for the payment of salary supplements to nonpublic schoolteachers who exclusively teach subjects which are required by state law to be taught and a nonpublic school is defined as one which is not operated for profit.

Only a teacher who exclusively teaches a subject required by the state, who has a teaching certificate issued under the authority of the state board of education, and who is receiving a salary which, including the supplement, meets the minimum standards for public schools, would be eligible to receive the supplement.

The act also provides for the method of determining the amount of the supplement regulation by the department of education and an unspecified annual appropriation.

The act would take effect on July 1, 1969.

H 1799

Introduced by--Representatives McKenna, Freda, Coelho, Johnson, Wrenn and others

Date Printed--April 8, 1969

Resolution Creating a Special Legislative Commission to Study Means to Implement a Program of Shared Services Between Public and Nonpublic Educational Institutions in Rhode Island: and Making an Appropriation Therefor.

This resolution creates a nine member special legislative commission whose purpose it shall be to study means to implement a program of shared services between the public and nonpublic educational institutions in Rhode Island and to adopt any means which they may deem necessary and proper to secure to the people the advantages and opportunities of education, and who shall report back to the legislature not later than February 10, 1970. There is twenty thousand dollars appropriated for the purposes of this commission and the commission is empowered to apply for and receive from any federal, state or local agency, private foundation or from any individual, any grant, appropriations or gifts in order to carry out its purposes.

H 1765 Substitute "A"

Introduced by--Representatives Skiffington, McKenna, Newbury, Thompson, Freda and others

Date Printed-- May 7, 1969

An Act Providing for Salary Supplements to Nonpublic Schoolteachers and in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education" as Amended.

This bill provides for the payment of salary supplements to nonpublic schoolteachers in grades one to eight who exclusively teach subjects which are required by state law to be taught and a nonpublic school is defined as one which is not operated for profit and, which does not expend more per pupil than the average public school.

Only a teacher who exclusively teaches a subject required by the state, who has a teaching certificate issued under the authority of the state board of education, and who is receiving a salary which, including the supplement, meets the minimum standards for public schools, would be eligible to receive the supplement.

The act also provides for the method of determining the amount of the supplement regulation by the commissioner of education and an appropriation of $375,000.

The act also provides for the creation of a commission to be appointed by the governor to study aid to nonpublic schools.

The act would take effect on July 1, 1969.

In May of 1969, the Rhode Island General Assembly enacted and the governor signed H 1765 Substitute "A" in the following form:

State of Rhode Island and Providence Plantations

JANUARY SESSION, A. D. 1969

AN ACT Providing for Salary Supplements to Nonpublic Schoolteachers and in Amendment of and in Addition to Title 16 of the General Laws Entitled "Education," as Amended.

It is enacted by the General Assembly as follows:

Section 1. Title 16 of the general laws entitled "Education," as amended, is hereby further amended by adding thereto the following chapter:

"CHAPTER 49

"Salary Supplements to Nonpublic Schoolteachers

"16-49-1. Legislative findings—Declaration of policy. —The general assembly being charged by the constitution of this state with the duty not only of promoting public schools but also adopting 'all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education' makes the following findings: The public laws of 1960, chapter 27, declares: "It is the policy of the state of Rhode Island to provide a quality education for all Rhode Island youth." This statute implements that policy by providing that the state shall assist the cities and towns by paying part of the operating revenues for the public schools.

But there are in Rhode Island approximately 45,000 children attending nonpublic elementary schools. They constitute about 25% of the total school population at these age levels.

Because nonpublic schools enroll such a significant portion of the total school population of the state, the state's policy of providing a quality education for all Rhode Island youth would be seriously impaired if the quality of education provided in said schools were to deteriorate.

Nonpublic schools are finding it increasingly difficult to maintain their traditional quality, due to rising costs. This is particularly serious with regard to the salaries of teachers; without adequate salary scales, no school can attract sufficient numbers of conpetent, dedicated teachers; and teachers are the prime factor in educational quality. These facts were recognized for the public schools in 1960, and dealt with by the passage of chapter 27 of the public laws of that year.

It is, therefore, the policy of the state of Rhode Island to provide a quality education for all Rhode

Island youth, those in public and nonpublic schools alike; within the limitations imposed by the constitutions of the United States and of Rhode Island. In pursuance of said policy, in order to assist nonpublic schools to provide salary scales which will enable them to retain and obtain teaching personnel who meet recognized standards of quality, we hereby enact the following:

"**16-49-2. Definitions.**—As used in this chapter unless the context clearly indicates otherwise:

1. 'Nonpublic school' shall mean any school not operated for profit, other than a public school, within this state wherein a resident of this state may legally fulfill the compulsory school attendance requirements of the law, except such schools whose annual per student expenditure for secular education equals or exceeds the average annual per student expenditure in the public schools in the state at the same grade level in the second preceding fiscal year for school operations as determined by the commissioner of education.

2. 'Nonpublic school teachers' shall mean a teacher who teaches in a nonpublic school exclusively only those subjects required to be taught by state law, to the same extent as those subjects are taught in public schools, or which are provided in public schools throughout the state, or any other subjects that are taught in public schools.

"**16-49-3. Eligibility for salary supplement.**—Every nonpublic schoolteacher shall, upon his or her request, be paid by the state through the commissioner of education, a salary supplement in the amount fixed by law in such installments and at such intervals as shall be fixed by regulation promulgated by the commissioner of education. As a condition for the payment of such salary supplement the commissioner of education shall be satisfied that the teacher:

1. Is one who teaches in any grade from grade one through grade eight exclusively only those subjects required to be taught by state law to the same extent as those subjects are taught in public schools, or which are provided in public schools throughout the state, or any other subjects that are taught in public schools.

2. Has a teaching certificate issued by or under the authority of the state board of education in substantially the same manner that such certificates are issued to teachers in public schools.

3. Is receiving a salary which, including the salary supplement, meets the minimum salary standards for public schools required for eligibility under title 16, chapter 7 of the general laws of Rhode Island.

4. Is using only teaching materials which are used in the public schools of the state.

5. Is one who does not teach a course in religion and who signs a statement in which he or she promises not to teach a course in religion for so long as or during such time as he or she receives any salary supplements provided for under the provisions of this chapter.

"**16-49-4. Amount of supplement—How determined.**—The amount of salary supplement to be paid to an eligible nonpublic schoolteacher shall be fifteen per cent (15%) of his or her current salary, which salary, including the salary supplement, is not in excess of the average maximum salary paid to public schoolteachers in this state as determined by the commissioner of education.

"**16-49-5. Regulation by commissioner of education.**—It shall be the duty of the commissioner of education to promulgate regulations for the purpose of carrying out the provisions of this chapter. Such regulations shall include rules and procedures for making payments of salary supplements to eligible teachers; said regulations however must provide that said payments be made by the state directly to the teacher and not through the agency of the nonpublic school in which the teacher is employed. Such regulations shall also insure that the teacher is receiving the minimum salary provided for in section 3 of this chapter, and to that end the financial records of the nonpublic school pertaining thereto shall be subject to auditing by the state department of education. Such regulations shall also insure that any nonpublic school, as that term is defined earlier in this chapter, which employs teachers who receive salary supplements as provided for in this chapter shall comply with the provisions contained in title VI of the civil rights act of 1964.

"**16-49-6. Commission to study aid to nonpublic schools.**—There is hereby created a commission to consist of nine (9) members to be appointed by the governor, one of whom shall be designated by the governor as chairman. The commission is to study and evaluate state aid to nonpublic schools and is to report its findings and recommendations to the governor before January 1, 1970.

"**16-49-7. Annual appropriations—Disbursements.**—There is hereby appropriated out of any funds in the general treasury not otherwise appropriated the sum of three hundred seventy-five thousand dollars ($375,000.00), for the purpose of carrying out the provisions of this chapter; and the state controller is hereby authorized and directed to draw his orders upon the general treasurer for the payment of such sums, or so much thereof, as may from time to time be required within the amount appropriated, upon receipt by him of proper vouchers approved by the department of education.

"**16-49-8. Severability.** — If any clause, sentence, paragraph, or part of this chapter or the application thereof to any persons or circumstance, shall, for any reason, be adjudged by a court of competent jurisdiction to be invalid or void, such judgment shall not affect, impair, or invalidate the remainder of this chapter or its application to other persons or circumstances.

"**16-49-9. Liberal construction of act required.**—This act shall be construed liberally in aid of its declared purposes."

Sec. 2. This act shall take effect on July 1, 1969.

APPENDIX E

List of 12 Independent Schools
for Which Data Are Reported
Rhode Island
1967-68

School	Grades	Boarding	Day	Boys	Girls	Inter-view[a]	In Sample	
							10[b]	6[c]
Gordon School East Providence	N-8	0	198	x	x	x	x	x
Lincoln School Providence	N-12	34	394	x[d]	x	x	x	
The Mary C. Wheeler School Providence	K-12	97	265		x	x	x	
Moses Brown School Providence	K-12	74	523	x		x	x	
Newport School for Girls Newport	9-12	0	125		x	x	x	x
Pawtucket Christian Day School--Pawtucket	K-8	0	112	x	x			
Providence Country Day School--East Providence	6-12	0	210	x		x	x	x
Rocky Hill School East Greenwich	1-12	0	125	x	x	x	x	
St. Andrew's School West Barrington	7-12	70	40	x		x		x
St. Dunstan's Day School Providence	N-9	0	150	x	x	x	x	x
St. George's School Newport	9-12	203	17	x		x	x	x
St. Michael's School Newport	N-9	0	139	x	x	x	x	

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[a] Included in interview reports.
[b] Included in statistical table for sample of 10 schools.
[c] Included in statistical table for sample of 6 schools.
[d] Boys aged 4-5 only.

APPENDIX F

List of Catholic Schools Included in the Finance Study, Rhode Island, Fall, 1968

15 Parishes representative of the 111 operating elementary schools in the Diocese of Providence (14% sample)

Church of the Immaculate Conception of Westerly, Rhode Island	121 High Street, Westerly, R. I. 02891
Church of Saint Teresa of the Child Jesus, Pawtucket, Rhode Island	358 Newport Avenue, Pawtucket, R. I. 02861
Our Lady of Mercy, Greenwich, Rhode Island	4th Avenue, East Greenwich, R. I. 02818
Saint Cecilia's Church Corporation	1253 Newport Avenue, Pawtucket, R. I. 02861
Saint Joseph's Church, Woonsocket	1200 Mendon Road, Woonsocket, R. I. 02895
Saint Luke's Church Corporation, Barrington	110 Washington Road, West Barrington, R. I. 02890
Saint Paul's Church of Edgewood	1787 Broad Street, Cranston, R. I. 02905
SS. Peter and Paul's Church, Phoenixville, Rhode Island	Highland Street, Phenix, R. I. 02893
St. Ambrose Church, Albion, Rhode Island	191 School Street, Albion, R. I. 02802
St. Philip's Church, Greenville, Rhode Island	622 Putnam Avenue, Greenville, R. I. 02828
St. Mary's Church, Providence, Rhode Island	548 Broadway, Providence, R. I. 02909
The Church of Our Lady of the Sacred Heart, Central Falls, Rhode Island	666 Broad Street, Central Falls,R. I. 02863
The Church of the Assumption, Providence, Rhode Island	791 Potters Avenue, Providence, R. I. 02907
The Church of the Blessed Sacrament in Providence, Rhode Island	171 Academy Avenue, Providence, R. I. 02908
The Church of St. Joseph, Geneva, Rhode Island (Parish name St. Edward's)	999 Branch Avenue, Providence, R. I. 02904

3 Diocesan High Schools

De La Salle Academy Corporation	356 Bellevue Avenue, Newport, R. I.
La Salle Academy	Smith Street and Academy Avenue, Providence, R. I.
Saint Raphael's Academy	123 Walcott Street, Pawtucket, R. I.

3 Private High Schools

Academy of Mount St. Charles of the Sacred Heart	Logee Street, Woonsocket, R. I.
Elmhurst Academy of the Sacred Heart in Portsmouth, R. I.	Portsmouth, R. I.
St. Mary's Academy, Bay View	3070 Pawtucket Avenue, East Providence, R. I.

APPENDIX G

List of 50 Catholic Parishes Included in the Survey of Catholic Attitudes and Opinions Representative of the 160 in the Diocese of Providence
Rhode Island
Fall, 1968

LEGAL TITLE	ADDRESS
Christ the King Church Corporation, Kingston	68 North Road, Kingston, R. I. 02881
Church of Jesus-Savious, Newport	1926 Broadway, Newport, R. I. 02842
Church of Our Lady of Good Counsel, Warwick, Rhode Island	60 Pleasant Street, Phenix, R. I. 02893
Church of Our Lady of Mount Carmel, Providence	12 Spruce Street, Providence, R. I. 02903
Church of the Holy Ghost, North Tiverton	Judson Street, North Tiverton, R. I. 02878
Church of the Holy Name of Jesus at Providence, Rhode Island	99 Camp Street, Providence, R. I. 02906
Church of the Holy Trinity, Central Falls	134 Fuller Avenue, Central Falls, R. I. 02863
Church of the Immaculate Conception of Westerly, Rhode Island	121 High Street, Westerly, R. I. 02891
Church of Saint Teresa of the Child Jesus, Pawtucket, Rhode Island	358 Newport Avenue, Pawtucket, R. I. 02861
Our Lady of Loreto	346 Waterman Avenue, East Providence, R. I. 02914
Our Lady of Mercy, Greenwich, Rhode Island	4th Avenue, East Greenwich, R. I. 02818
Saint Agatha's Church Corporation, Woonsocket	Corner Logee and Fairfield Streets, Woonsocket, R. I. 02895
Saint Alexander's Church Corporation, Warren	218 Main Street, Warren, R. I. 02885
Saint Anthony's Church, Woonsocket, Rhode Island	128 Greene Street, Woonsocket, R. I. 02895
Saint Catherine's Roman Catholic Church of Warwick, Rhode Island	3250 Post Road, Apponaug, R. I. 02886
Saint Cecilia's Church Corporation	1253 Newport Avenue, Pawtucket, R. I. 02861
Saint Christopher's Church of Tiverton	1660 Main Road, Tiverton, R. I. 02878
Saint Clare's Church Corporation, Misquamicut	Crandall Avenue, Misquamicut, R. I. 02891
Saint James Church of Manville, Rhode Island	33 Division Street, Manville, R. I. 02838
Saint Joseph's Church, Woonsocket	1200 Mendon Road, Woonsocket, R. I. 02895
Saint Lawrence Church of Centredale	624 Woonasquatucket Avenue, Centredale, R. I. 02911
Saint Luke's Church Corporation, Barrington	110 Washington Road, West Barrington, R. I. 02890

Saint Mark's Church of Jamestown	58 Narragansett Avenue, Jamestown, R. I. 02835
Saint Mary's Church, Bristol, Rhode Island	330 Wood Street, Bristol, R. I. 02809
Saint Paul's Church of Edgewood	1787 Broad Street, Cranston, R. I. 02905
Saint Pius Church, Providence, Rhode Island	55 Elmhurst Avenue, Providence, R. I. 02908
Saint Rose's Church Corporation, Warwick	Main Avenue, Warwick, R. I. 02886
Saint Teresa's Church, Providence, Rhode Island	18 Pope Street, Providence, R. I. 02909
Saint Vincent's Church Corporation, Bradford	Church Street, Bradford, R. I. 02808
SS. Peter and Paul's Church, Phoenixville, Rhode Island	Highland Street, Phenix, R. I. 02893
St. Aidan Church Corporation, Cumberland	Diamond Hill Road and Colonial Ave., Cumberland, R. I. 02864
St. Ambrose Church, Albion, Rhode Island	191 School Street, Albion, R. I. 02802
St. Ann's Catholic Church of Providence, Rhode Island	280 Hawkins Street, Providence, R. I. 02904
St. Anne Church, Cranston, Rhode Island	1497 Cranston Street, Cranston, R. I. 02920
St. Barnabas Church Corporation, Portsmouth	1697 East Main Road, Portsmouth, R. I. 02871
St. John's Church Society, Rhode Island	Church Street, Slatersville, R. I. 02876
St. Joseph's Church in Pawtucket	193 Walcott Street, Pawtucket, R. I. 02860
St. Joseph's Church, Natick, Rhode Island	854 Providence Street, West Warwick, R. I. 02893
St. Patrick's Church Corporation, Valley Falls	Broad Street, Cumberland, R. I. 02864
St. Philip's Church, Greenville, Rhode Island	622 Putnam Avenue, Greenville, R. I. 02828
St. Kevin's Church Corporation, Warwick	1803 West Shore Road, Warwick, R. I. 02889
St. Mary's, Newport, Rhode Island	Spring Street, Newport, R. I. 02840
St. Mary's Church, Providence, Rhode Island	548 Broadway, Providence, R. I. 02909
St. Mary's Church, Warren, Rhode Island	645 Main Street, Warren, R. I. 02885
The Church of Our Lady of the Sacred Heart, Central Falls, Rhode Island	666 Broad Street, Central Falls, R. I. 02863
The Church of the Assumption, Providence, Rhode Island	791 Potters Avenue, Providence, R. I. 02907
The Church of the Blessed Sacrament in Providence, Rhode Island	171 Academy Avenue, Providence, R. I. 02908
The Church of the Immaculate Conception of Pawtucket, Rhode Island (Parish name St. Mary's)	Pine Street, Pawtucket, R. I. 02860
The Church of the Precious Blood of Woonsocket, Rhode Island	Corner of Carrington and Park Avenues, Woonsocket, R. I. 02895
The Church of St. Joseph, Geneva, Rhode Island (Parish name St. Edward's)	999 Branch Avenue, Providence, R. I. 02904

APPENDIX H

QUESTIONNAIRES FOR THE SURVEY OF ATTITUDES AND OPINIONS

Lay Catholics - Clergy and Religious Teachers - Lay Teachers

A Survey of Attitudes and Opinions

DIRECTIONS FOR ANSWERING THE QUESTIONNAIRE

Your answers to the questions in this questionnaire must be recorded on the special response sheet which accompanies the questionnaire. Since about a half million answers must be tabulated during this survey, this is the only practical way to get the job done. Therefore, your careful marking of the response sheet is most important.

Please use only a Number 2 or any soft lead pencil to indicate your answer. DO NOT use a pen of any kind, as the machines which will tabulate the answers cannot count any marks except those made with a soft lead pencil. Do not make stray marks on the response sheet, since they may be counted as intended responses. Make your intended marks clear and firm, and try to fill the response position completely, without smudging the mark or letting it extend beyond the lines. Should you find it necessary to change an answer you have already marked, erase the first mark completely and then enter your changed response.

SAMPLE:

Sample a: How many minutes do you think it will take to finish this questionnaire?
(1) 5 (2) 10 (3) 35 (4) 120 (5) 640
Since it should take about 35 minutes to complete the questionnaire, the space under choice 3 was blackened as is shown at right.

ANSWER SPACE FOR SAMPLE

	1	2	3	4	5
a	☐	☐	■	☐	☐

This is a study of attitudes toward all of Catholic education—not only that given in the schools but that in Confraternity classes, in sermons, in adult classes, and elsewhere. But you will find a few questions that ask about your attitude toward the Church rather than about education. By knowing your attitude toward these we can better understand and interpret your attitudes toward Catholic schools.

Some of the questions on the questionnaire are factual and, of course, we want you to answer these factually. But most of them ask for your own personal opinion about things that are going on in Catholic education today, or might occur in the near future. For these questions there are no right or wrong answers. Your answers will not be considered votes; it is your opinion that is sought, as a guide to the people who have to make decisions regarding the directions that Catholic education will pursue in the future.

Since your name does not appear on this questionnaire or answer sheet, your answers cannot in any way be connected to you. It is for this reason you should feel perfectly free to express your true opinion. The extreme upper right hand corner of your answer sheet contains information used only in IBM processing. DO NOT MARK IN THIS SPACE.

Your opinions are an important part of this study. We realize that this questionnaire requires concentration and valuable time on your part. However, your time and the careful following of the directions included in the questionnaire can greatly help to improve the quality of Catholic education. Your cooperation in this effort is deeply appreciated by all concerned.

Lay Catholics

PART I
PERSONAL BACKGROUND INFORMATION

DIRECTIONS: First, we would like to have just a few items of background information about yourself and your family. Please be as accurate as possible. For each question, blacken the numbered space **on the separate answer sheet** which corresponds to your answer.

1. What is your age?
   - (1) Under 21
   - (2) 21-30
   - (3) 31-40
   - (4) 41-50
   - (5) 51-64
   - (6) Over 64

2. What is your sex?
   - (1) Male
   - (2) Female

3. What is your marital status?
   - (1) Single, and not engaged
   - (2) Single and engaged
   - (3) Married
   - (4) Widowed
   - (5) Separated or Divorced

4. Into which of the following broad categories does **your** annual income fall before taxes? (If **you are married** indicate combined income for you and your spouse, before taxes.)
   - (1) Less than $3,000
   - (2) $3,000 - $4,999
   - (3) $5,000 - $6,999
   - (4) $7,000 - $8,999
   - (5) $9,000 - $11,999
   - (6) $12,000 - $14,999
   - (7) $15,000 - $24,999
   - (8) $25,000 or over

5. Are you a Catholic?
   - (1) Yes
   - (2) No

6. Which of the following categories best describes the highest level of education which you have completed?
   - (1) Elementary school graduate or less
   - (2) Some high school
   - (3) High school graduate
   - (4) Some college, junior college, technical or business school, or Associate degree
   - (5) Bachelor's degree
   - (6) Bachelor of Law degree
   - (7) Master's degree
   - (8) Doctoral degree

7. If you are (were) married, which educational category in question 6 best describes the highest level of education which **your spouse** completed? (If never married, leave the space for this question on your answer sheet **blank.**)

8. To what type of elementary school do you plan to send your pre-school age children for most of their education?
   - (1) Public school
   - (2) Catholic school
   - (3) Private school/non-Catholic
   - (4) Undecided
   - (5) No pre-school children

9. Which of the following categories describes your **weekly** financial contribution to your parish? If you are married, indicate the combined contribution of you, your spouse, and children.
   - (1) About $1
   - (2) About $2
   - (3) Between $3 and $5
   - (4) Between $5 and $9
   - (5) $10 or more

*10. Your occupation may be best described as:
   - (1) Manager, owner, proprietor
   - (2) Semi-skilled worker
   - (3) Salesman
   - (4) Skilled worker or foreman
   - (5) Technician
   - (6) Farm worker
   - (7) Laborer
   - (8) Professional

11. Is (was) your spouse a Catholic? (If never married, leave the space for this question on your answer sheet **blank.**)
   - (1) Yes
   - (2) No

12. Do you own your home, or do you rent?
   - (1) Home owner
   - (2) Renter

13. If you own your home, what would it sell for in today's market? Or if you are a renter, how much rent do you pay each month?

Estimated Market Value	Monthly Rental
(1) Under $10,000	(1) Under $75
(2) 10,000 - 14,900	(2) 75 - 124
(3) 15,000 - 19,900	(3) 125 - 174
(4) 20,000 - 24,900	(4) 175 - 224
(5) 25,000 - 34,900	(5) 225 - 274
(6) 35,000 or over	(6) 275 or over

DIRECTIONS: In questions 14 through 16 your answers will be numbers (such as number of years of schooling, or number of children.) You will find the numbers for your answers printed on the separate answer sheet. For each question blacken the number space on the answer sheet which corresponds to your answer.

14. How many years did you attend a Catholic elementary school?

15. How many years did you attend a Catholic high school?

16. How many years did you attend a Catholic college or university?

DIRECTIONS: Questions 17 through 19 apply **only** to your children in Catholic schools **for whom you pay a tuition charge.**

17. What is the **average annual tuition** you pay for your children in Catholic **elementary** schools (grades 1 - 8) which charge tuition?
   - (1) None
   - (2) Under $25
   - (3) $25 - $49
   - (4) $50 - $99
   - (5) $100 - $149
   - (6) $150 - $199
   - (7) $200 - $299
   - (8) $300 and over

18. What is the **average annual tuition** you pay for your children in Catholic **high** schools (grades 9 - 12) which charge tuition?
   - (1) Under $100
   - (2) $100 - $149
   - (3) $150 - $174
   - (4) $175 - $199
   - (5) $200 - $249
   - (6) $250 - $299
   - (7) $300 - $399
   - (8) $400 and over

19. What is the **total** annual tuition you pay for your children in Catholic **elementary and high schools** (grades 1 - 12) which charge tuition?
   - (1) Under $100
   - (2) $100 - $299
   - (3) $300 - $499
   - (4) $500 - $699
   - (5) $700 - $899
   - (6) $900 - $1199
   - (7) $1200 - $1499
   - (8) $1500 and over

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* Question 10: Please give the occupation of the head of the household when answering this question.

Clergy and Religious Teachers

PART I

PERSONAL BACKGROUND INFORMATION

DIRECTIONS: First, we would like to have just a few items of background information about yourself, your job, etc. Please be as accurate as possible. Record all answers on the separate answer sheet. For each question blacken the numbered space on the answer sheet which corresponds to your answer.

1. What is your age?
   (1) Under 21
   (2) 21-30
   (3) 31-40
   (4) 41-50
   (5) 51-64
   (6) Over 64

2. What is your sex?
   (1) Male
   (2) Female

3. What is your present status?
   (1) Pastor
   (2) Assistant Pastor or Curate
   (3) Priest—not assigned to parish work
   (4) Brother or Sister
   (5) Seminarian

4. Which of the following categories best describes the highest level of education which you have completed?
   (1) Elementary school graduate or less
   (2) Some high school
   (3) High school graduate
   (4) Some college, junior college, technical or business school, or Associate degree
   (5) Bachelor's degree
   (6) Bachelor of Law degree
   (7) Master's degree, S.T.L. or equivalent
   (8) Doctoral degree

5. Would you like to teach religion full-time?
   (1) Yes
   (2) Undecided
   (3) No

6. The major portion of your work can be best described as:
   (1) Parish work
   (2) Other diocesan assignment
   (3) Principal (Headmaster, Administrator)
   (4) Supervisor
   (5) High school teacher or counselor
   (6) Elementary school teacher (including junior high school)
   (7) Primary school teacher
   (8) Other

7. As of June, 1969, what will be the **total number of years** of full-time teaching experience you have had?
   (1) 0 years
   (2) 1 or 2 years
   (3) 3 or 4 years
   (4) 5 to 9 years
   (5) 10 to 14 years
   (6) 15 to 19 years
   (7) 20 to 29 years
   (8) 30 or more years

8. How long have you been an ordained priest or professed religious?
   (1) 0 years
   (2) 1 to 10 years
   (3) 11 to 20 years
   (4) 21 to 35 years
   (5) 36 or more years

9. As of June, 1969, what will be the number of years of full-time administrative experience you have had? (Include all types of administration.)
   (1) 0 years
   (2) 1 to 4 years
   (3) 5 to 9 years
   (4) 10 to 19 years
   (5) 20 or more years

10. As of June, 1969, how many years will you have been in your present assignment (present school if you teach)?
   (1) 0 years
   (2) 1 to 4 years
   (3) 5 to 9 years
   (4) 10 to 19 years
   (5) 20 or more years

11. Have you ever taught in a Catholic school outside this diocese?
   (1) Yes (2) No

12. Have you ever taught in a public school?
   (1) Yes (2) No

13. Do you think you would find greater personal fulfillment in a different type of apostolic activity?
   (1) Yes
   (2) Undecided
   (3) No

DIRECTIONS: In questions 14 through 16 your answers will be numbers, i.e., number of years of schooling. You will find numbers for your answers printed on the separate answer sheet. For each question blacken the numbered space on the answer sheet which corresponds to your answer. If none of the numbers on the answer sheet apply to you, then blacken the space under the "X" on the answer sheet.

14. How many years did you attend a Catholic elementary school?
15. How many years did you attend a Catholic high school?
16. How many years did you attend a Catholic college or university?

DIRECTIONS: Please skip to #29 which is Part II of the Questionnaire. Questions 17 through 28 are specifically for laymen and are not applicable to priests and religious, and therefore do not appear on this form of the questionnaire.

CONTINUED ON NEXT PAGE

Lay Teachers

PART I

PERSONAL BACKGROUND INFORMATION

DIRECTIONS: First, we would like to have just a few items of background information about yourself, your job and your family. Please be as accurate as possible. For each question, blacken the numbered space **on the separate answer sheet** which corresponds to your answer.

1. What is your age?

(1) Under 21
(2) 21-30
(3) 31-40
(4) 41-50
(5) 51-64
(6) Over 64

2. What is your sex?

(1) Male
(2) Female

3. What is your marital status?

(1) Single, and not engaged
(2) Single and engaged
(3) Married
(4) Widowed
(5) Separated or Divorced

4. Into which of the following broad categories does your annual income fall before taxes? (If you are married indicate combined income for you and your spouse, before taxes.)

(1) Less than $3,000
(2) $3,000 - $4,999
(3) $5,000 - $6,999
(4) $7,000 - $8,999
(5) $9,000 - $11,999
(6) $12,000 - $14,999
(7) $15,000 - $24,999
(8) $25,000 or over

5. Are you a Catholic?

(1) Yes
(2) No

6. Which one of the following conditions is most in need of correction in your school: (please check only one)

(1) Class size
(2) Student discipline
(3) Teachers' salaries
(4) Curriculum content
(5) Equipment and materials
(6) Faculty morale
(7) Building space
(8) Parental interest

7. As of June, 1969, what will be the total number of years of full-time teaching experience you have had in Catholic schools?

(1) Less than one year
(2) 1 or 2 years
(3) 3 or 4 years
(4) 5 to 9 years
(5) 10 to 14 years
(6) 15 to 19 years
(7) 20 to 29 years
(8) 30 or more years

8. As of June, 1969, what will be the total number of years of full-time teaching experience you have had in public schools?

(1) 0 years
(2) 1 to 4 years
(3) 5 to 9 years
(4) 10 to 19 years
(5) 20 or more years

9. As of June, 1969, how many years will you have been in your present school?

(1) Less than one year
(2) 1 to 4 years
(3) 5 to 9 years
(4) 10 to 19 years
(5) 20 or more years

10. Which of the following categories describes your weekly financial contribution to your parish? If you are married, indicate the combined contribution of you, your spouse, and children.

(1) About $1
(2) About $2
(3) Between $3 and $5
(4) Between $5 and $9
(5) $10 or more

11. Have you ever turned down an offer to teach in a public school?

(1) Yes
(2) No

12. Where do you do most of your work?

(1) grades 1 - 8
(2) grades 9 - 12

13. Salary is only one factor in deciding where to teach. Which one of the following outranks salary the most in your own decision? (please check only one)

(1) The significant mission of the Catholic schools
(2) The discipline and atmosphere of respect in Catholic schools
(3) The characteristics of the faculty in Catholic schools
(4) The characteristics of the students in Catholic schools
(5) Some other factor (such as neighborhood location, etc.)
(6) No factor outranks salary; I would have to leave Catholic schools for a higher salary offer elsewhere.

DIRECTIONS: In questions 14 through 19 your answers will be numbers (such as number of years of schooling, or number of children.) You will find the numbers for your answers printed on the separate answer sheet. For each question blacken the numbered space on the answer sheet which corresponds to your answer. **If, FOR ANY OF THESE QUESTIONS, THE NUMBERS ON THE ANSWER SHEET DO NOT APPLY TO YOU, BLACKEN THE SPACE UNDER THE "X" ON THE ANSWER SHEET.**

14. How many years did you attend a Catholic elementary school?

15. If you are (were) married, how many years did your spouse attend a Catholic elementary school? (If never married, leave the space for this question on the answer sheet blank.)

16. How many years did you attend a Catholic high school?

17. If you are (were) married, how many years did your spouse attend a Catholic high school? (If never married, leave the space for this question on the answer sheet blank.)

18. How many years did you attend a Catholic college or university?

19. If you are (were) married, how many years did your spouse attend a Catholic college or university? (If never married, leave the space for this question on the answer sheet blank.)

DIRECTIONS: If you have never been married, skip to **PART II** and leave the spaces for questions 20 through 28 blank on your answer sheet. If you are married, blacken the spaces on the answer sheet for questions 20-28.

20. How many children do you have who are under 6 years of age?

21. How many children do you have who are between 6 and 10 years of age?

22. How many children do you have who are between 11 and 14 years of age?

23. How many children do you have who are between 15 and 18 years of age?

24. How many children do you have who are 19 years of age or older?

25. How many of your children ages 6-10 are now attending Catholic schools?

26. How many of your children ages 11-14 are now attending Catholic schools?

27. How many of your children ages 15-18 are now attending Catholic schools?

28. How many of your children are now attending a Catholic college?

CONTINUED ON NEXT PAGE

PART II

DIRECTIONS: Items 29-83 below represent points of view about the Church or its educational activities. Indicate your reaction to these statements by blackening the spaces on the answer sheet according to the following scale.

(1) Strongly agree
(2) Agree
(3) Undecided, or no basis for making a judgment
(4) Disagree
(5) Strongly disagree

29. However hard it is to define, Catholic schools have a unique and desirable quality that is not found in public schools.
30. It is not possible to have a strong parish without a parochial elementary school.
31. The financial support of Catholic education is the duty of all Catholics, whether or not they have children in Catholic schools.
32. Because of the contribution which Catholic schools make to the community, local business and industry should give some financial help to these schools.
33. If the lack of trained personnel and funds became a problem for Catholic schools, they should concentrate on educating the very bright students who will probably be the future leaders of the community.
34. Too often in Catholic schools, pastors without formal training in education tell the principal how to run the school.
35. Many priests consider parents who send their children to public schools as being less loyal to the parish than parents who enroll their children in parochial schools.
36. Laymen would contribute more to the support of Catholic education (schools, Confraternity of Christian Doctrine classes, adult education, etc.) if they were better informed on how the money was being spent.
37. Parochial school education is narrowing because it limits children to contacts with those who have the same religious beliefs.
38. If the priests and Sisters of a parish conducted classes, visited homes, and ran other programs designed to help parents in the religious and moral development of their children, it would be less necessary for the Church to have as large a school system as it now has.
39. Parents should not force their teen-age children to attend religious education classes.
40. Parents who send their children to Catholic schools are often not interested in the problems of public education.
41. Qualified lay teachers in Catholic schools should receive the same salaries and fringe benefits that the public school teachers in the same community receive.
42. If children in Catholic schools are excluded from public aid to education programs the diocese should gradually close all schools and concentrate on other forms of religious education.
43. Sending a child to Catholic schools fulfills the obligation of the parent for the religious education of the child.
44. Since the cost of education is going up every year, it would be better for Catholic schools to eliminate certain grades rather than attempting to operate at all grade levels.
45. An annual diocesan education tax, based on ability to pay, would be a good way of raising funds for the support of Catholic education.
46. If parochial schools were to drop Grades 7 and 8, parents would be willing to transfer a child from public school to a Catholic school for the rest of high school education.
47. Policies for Catholic schools should be formulated by boards made up of laymen and clergy.
48. All teachers in Catholic schools, lay and religious, must have the same qualifications that are required of teachers in public schools.
49. Most times when I attend Mass I feel quite bored and spend a great deal of time daydreaming.
50. When a Catholic with young children is buying a new home, one of the things which he should seriously consider is whether or not the parish has an elementary school.
51. Tuition rates for Catholic high schools are not beyond the reach of most parents.
52. Twenty years from now, the Catholic Church in the United States will be very different from what it is now.
53. The movement toward Protestant-Catholic Church unity is dangerous because it tends to deny the traditional doctrine that the Catholic Church is the one, true Church founded by Christ.
54. My religious beliefs and values don't make any difference in the way I think and act in my daily work.
55. We need an active adult education program in this parish in order to update all of the people on new developments in the Church.

CONTINUED ON NEXT PAGE

(1) Strongly agree

(2) Agree

(3) Undecided, or no basis for making a judgment

(4) Disagree

(5) Strongly disagree

56. I would be willing to contribute, on a tax deductible basis, to an annual diocesan educational fund raising drive, similar to a United Fund drive.

57. Most people do not learn much from sermons.

58. The parish members should have more say in the running of the parish than they now have.

59. Most Catholics don't contribute as much as they could to the support of the Church.

60. Every Catholic child should spend some time in Catholic schools.

61. Catholics should see that the needs of children in Catholic schools are known to their state legislatures.

62. It is impossible for the Church to provide adequate religious and moral formation for public high school students with present Confraternity or Sunday school programs.

63. The value of a Catholic college education is so great that the Catholic community should support Catholic colleges.

64. The best way to improve world conditions is for each man to concentrate on taking care of his own personal and family responsibilities.

65. Part of the money collected in a diocesan educational fund raising drive should be used to provide training for specialists in religious education.

66. Catholic children who attend public school tend to be treated as second class citizens of the parish if there is a parish school.

67. The present policy whereby each parish is responsible for the financing of its own parochial school is the best policy.

68. Funds raised in wealthy parishes should be used to help pay the cost of Catholic education in poorer parishes.

69. The future is really in God's hands. I will wait and accept what He wills for me.

70. I prefer to worship God by private prayers rather than as a member of a group.

71. Priests and nuns have a greater call to holiness and good works than do Christian lay people.

72. I would be willing to attend lectures, programs, or discussions about the meaning of the changes in the church since Vatican II.

73. Public funds should be used to help defray the cost to Catholic schools for teaching children academic subjects such as mathematics, foreign language, science, and reading.

74. Parish finances make it impossible for Catholic schools to match public school teacher salaries.

75. I am greatly disturbed when lay people question the decisions of the Bishops and priests.

76. The Church has changed so much in such a short period of time that only trained teachers should give religious education to children.

77. Since the change to English, the Mass has taken on a greater meaning.

78. People who insist on following their consciences in certain matters instead of obeying Church laws are endangering their eternal salvation.

79. In the long run, Catholics who went to public schools turn out to be just as good Catholics as those who attend parochial schools.

80. The goals of the Church can be better reached by traditional methods than by new approaches.

81. People would contribute more to the support of Catholic education, if they felt that laymen were involved in making educational policy in the diocese.

82. Sermons should deal with the unchangeable truths of the Church and not with current issues.

83. Part of the money collected in a diocesan educational fund raising drive should be used to provide scholarships to Catholic colleges and universities?

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PART III

DIRECTIONS: Listed below, in statements 84-97, are some plans which might be considered for **Catholic education in the future.** Read each statement carefully and indicate your own opinion of these plans.

(1) I would like such a plan.
(2) No opinion.
(3) I would not like such a plan.

84. Consolidate small parochial schools located close together into one large elementary school.

85. Close grades 1-3 in Catholic schools and concentrate on an especially modern approach to education in grades 4-8.

86. Close the Catholic **elementary schools,** where there are good public schools, and have Catholic children attend the public schools. However, have the parishes set up Religious Education Centers—staffed by full-time specialists—to provide religious education for these children after school hours or on Saturday or Sunday.

87. Close the Catholic **high schools,** where there are good public schools, and have Catholic children attend the public schools. However, have the parishes set up Religious Education Centers—staffed by full-time specialists—to provide religious education for these children after school hours or on Saturday or Sunday.

88. Close grades 7 and 8 and concentrate on grades 1-6.

89. Construct a classroom building whenever possible adjacent to a good public high school. With the cooperation of public school officials, Catholic students attending the high school could then elect religious education courses, to be conducted in this separate building by well qualified teachers, as part of their regular high school schedules.

90. Build more Catholic **elementary schools** so that all Catholic children can attend a Catholic elementary school.

91. Build more **high schools** so that all Catholic adolescents can attend a Catholic high school.

92. Have children take some courses (such as reading, mathematics, art, science) in a good nearby public **elementary** school and the rest of their courses (such as religion, social studies, literature) in the Catholic **elementary** school.

93. Have students take some courses (such as reading, mathematics, art, science) in a good nearby public **high school** and the rest of their courses (such as religion, social studies, literature) in the Catholic **high school.**

94. Have Catholic children take all their courses in the public schools, where there are good public schools, but on two or three days a week have them dismissed early in order to attend a Religious Education Center for religious instruction.

95. Work with members of other faiths whenever possible to construct a classroom building adjacent to a good public high school. With the cooperation of public school officials, students could then elect religious education courses, taught by members of their own faith in the ecumenically sponsored separate building, as part of their regular high school schedules.

96. In some areas, local diocesan high schools might be changed to junior high schools permitting nearby parishes to eliminate grades 7 and 8.

97. Catholic elementary and secondary schools should not be drastically changed, but should continue in their present form.

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PART IV

DIRECTIONS: The following questions ask you to make judgments about the relative importance of Catholic education for the various grade or age levels. While many such judgments are actually the responsibility of professional educators, the attitudes of parishioners are important. Use your personal opinion. Your answer will not be considered as a vote for or against any of these statements, but as an indication of parish opinion. Blacken spaces on your answer sheet according to the following key:

(1) if your answer is: Primary school (Grades 1-4, Ages 6-10)
(2) if your answer is: Middle school (Grades 5-8, Ages 10-14)
(3) if your answer is: High school (Grades 9-12, Ages 15-18)
(4) if your answer is: More than one of the above
(5) if your answer is: None of the above

98. If Catholic schools had to close some grades, which ones should be closed **first?**

99. If Catholic schools had to close some grades, which ones should be closed **last?**

100. At what grade level are **present** Sunday school, or Confraternity classes **most** likely to be as effective as attendance at a Catholic school?

101. At what grade level might greatly improved Sunday school or Confraternity classes be just about as effective as attendance at a Catholic school?

102. At what grade level can Sunday school or Confraternity classes, no matter how much they are improved, never be an adequate substitute for attendance at a Catholic school?

103. At what grade level are parents **most** effective in the religious formation of their children?

104. At what grade level are parents **least** effective in the religious formation of their children?

105. At what grade level is the formation of proper attitudes toward social problems (poverty, war, race relations, etc.) **most** possible?

106. At what grade level is it **most** important to have priests, sisters, or brothers as teachers?

107. At what grade level is it **least** important to have priests, sisters, or brothers as teachers?

108. At what grade level is it **most** important for Catholic students to have close friendships with other Catholics?

109. At what grade level is it **most** important for Catholic students to come to know young people of other religions and races?

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PART V

DIRECTIONS: Below in questions 110-129, are reasons which parents sometimes give for their decision whether or not to send their children to Catholic Schools. **EVEN IF YOU DO NOT HAVE CHILDREN OR LIVE IN AN AREA WHERE THERE ARE NO CATHOLIC SCHOOLS,** blacken the spaces on your answer sheet to indicate how much importance you would place on each reason when deciding whether or not to send children to Catholic schools. Use the following scale for questions 110-129.

(1) Important reason for sending to Catholic schools.
(2) Would not be important one way or the other.
(3) Important reason for NOT sending to Catholic schools.

110. Previous experience with Catholic schools
111. Quality of education
112. Nuns, brothers, or priests teaching religion
113. Influence of Catholic classmates
114. Religious symbols in classrooms (statues, crucifixes, etc.)
115. Tuition costs
116. Nuns, brothers, or priests teaching subjects other than religion
117. Distance of Catholic school from home
118. Discipline
119. Religious exercises (prayers before class, Mass on school days)
120. Religious or moral atmosphere in the school
121. Parental obligation to send children to Catholic schools
122. Assurance that nothing contrary to the faith will be taught
123. Giving students a sense of moral values
124. Large number of lay teachers in Catholic schools
125. Developing personal freedom and responsibility
126. Dissatisfaction with public schools
127. Racial mixture in public schools
128. Use of uniforms in Catholic schools
129. Separate education for boys and girls

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PART VI

DIRECTIONS: On the basis of your knowledge of Catholic and public schools or the experience of your children in such schools, how would you rate the factors listed below in questions 130-146? For each factor blacken the numbered space on your answer sheet, in accordance with the following scale. Remember that there are no right or wrong answers and that you are asked to express your frank opinion.

(1) Catholic schools better than public schools.

(2) Catholic schools about the same as public schools.

(3) Public schools better than Catholic schools.

(4) No experience on which to make a judgment.

130. Physical education programs
131. Developing proper attitudes toward social problems (war, poverty, race)
132. Guidance and counseling services
133. Teaching honesty and truthfulness
134. Developing good citizenship
135. Developing interest and eagerness for learning
136. Developing a sensitivity to the problems and views of minority groups
137. Developing creativity and imagination
138. Preparation for college
139. Preparation for marriage and family life
140. Preparation for a job
141. Teaching students to think for themselves
142. Developing a love for books
143. Physical condition of the school building
144. Developing respect for persons and property
145. Teaching of self-discipline
146. Provision for slow learners

Thank you for your cooperation. We realize this questionnaire is long, but your help will be of great value to all interested in the future of Catholic education, and is deeply appreciated.

Please place the answer sheet and the questionnaire in the envelope provided. **DO NOT BEND OR FOLD.**

APPENDIX I

Public Aid to Nonpublic Schools--Dilemmas and Alternatives *

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In this chapter, the major problems in support and nonsupport of nonpublic schools are analyzed in terms of the consequences various public policies may produce. The implications of that analysis are then suggested for each of the major policy alternatives discussed later in the study.

A. The Dilemmas

Basically, five dilemmas must be confronted in this area:

1. The Church-State Dilemma

Both in Rhode Island and in the nation as a whole, the overwhelming preponderance of private education is church-related. In terms of one viewpoint, virtually any direct or indirect assistance to denominational agencies is destructive of the religious freedom and domestic tranquility the state and federal constitutions were designed to protect.[1] As the argument goes, only by making government aid irrevocably unavailable to churches, no matter what educational and humanitarian activities are in question, can the body politic avoid making one man finance another man's piety. To make the aid accessible, furthermore, is to invite divisive conflicts over what church activities should be supported and how. But by denying assistance to church-related schools in an effort to foster tranquility and freedom, the state may sometimes compromise tranquility and freedom. The nation has seen much dissent along religious lines, regardless of the constitutional doctrines that have prevailed from time to time; it is doubtful that one firm stance or another on public support will stifle disagreement. In fact, to deny a major sector of the population the share of educational resources to which it feels entitled may trigger serious bitterness and confrontation.

The costs of providing instruction of acceptable quality are rising so steeply in nonpublic schools (partly as a consequence of higher levels of support in public education) as to be financially onerous to most families and prohibitive to many.[2] The same fiscal pressure is forcing nonpublic schools to locate primarily in the more privileged areas and thus to be geographically as well as financially inaccessible to low-income families. Particularly for the poor, the established constitutional freedom to choose among schools on religious and other grounds has little practical significance.

It may be argued, too, that in purchasing public services from secular organizations while refusing to purchase them from religious organizations, government is showing hostility toward the churches.

It must be noted, however, that concern for freedom of choice is somewhat inconsistent with the mechanisms of tax support that vocal proponents of educational freedom often advocate--such as equal-value vouchers, redeemable at any approved school the parent may choose; state-purchased instruction in secular subjects for children attending nonpublic schools; free textbooks and bussing; and such tax-financed auxiliary services as counseling, remedial reading, and field trips. Assistance of this type serves mainly to improve services and curtail rising costs for current patrons of nonpublic schools. It rarely makes educational options significantly more accessible to the poor. If freedom of choice is the aim, aid should be proportionate to the deprivation of choice. It should make nonpublic education more available to the poor, whose options are now the most limited, perhaps through mechanisms to equalize the purchasing power of the rich and the poor in the educational market.

To argue the right to choose among schools, furthermore, is not to obviate vigilance against public support of religious observances and efforts to proselyte, for otherwise an emphasis on freedom might be destructive of freedom.

Essentially, then, the enigma may be rephrased as follows: Is there some way in which government may foster liberty by giving support to nonpublic schools without endangering liberty by creating destructive church-state liaisons? It appears that legal authorities are beginning to identify some possibilities in this regard. According to the Supreme Court in New York's recent free textbook case, the state may support secular functions in nonpublic schools without establishing religion in the federal constitutional sense.[3] For practical constitutional purposes, the sacred and secular are separable.[4] Writing before the case was decided, Professor Jesse Choper of the Law School of the University of California at Berkeley proposed a similar view: that tax support could be extended to church-related schools so long as it did not exceed the value of the secular educational services rendered.[5] Professor Wilbur Katz of the University of Wisconsin Law School would justify assistance on different grounds: that when the state has so liberally supported public education as to force costs in private education beyond the reach of many people, it should reestablish religious neutrality by redressing the balance in the "scales of private choice."[6] While there is no intention here to advocate any of these views, and while the complexities of constitutionality per se are beyond the purview of this chapter, it seems important to observe that, in the view of some eminent constitutional lawyers, aid may be extended to nonpublic schools without seriously endangering basic religious liberties.

Beyond the circumstances of the New York textbook case, the Supreme Court did not suggest to what extent, or by what means, the secular educational functions of denominational schooling could defensibly be financed through public funds. Preferences in this regard will be influenced in part by the danger one senses of an establishment of religion. The individuals and groups most suspicious of clerical intentions will no doubt demand, for example, that all aid be indirect, in the form of services to the child provided by public agencies on public premises, or at least that no public monies or tax-purchased properties come under the administration or control of religious groups.[7] To other people it may be sufficient to ensure, through a strict method of accounting, that public funds for nonpublic schools are used exclusively for designated secular services. Other officials, citizens, and scholars may be satisfied, like Choper, if the state obtains a fair return for the money expended, even if religious or secular agencies make a profit in the process.[8]

2. The Dilemma of National Unity

One purported danger to national unity (or to domestic tranquility, a related phenomenon) was discussed earlier--that serious rivalries and conflicts may occur unless public aid is kept clearly beyond the ecclesiastical grasp. Another is that public aid may encourage schools segregated by religion, ethnicity, ideology, and even race, and thus deny the young the common values and experiences that hold the nation together.[9] It is possible, further, that tax support will stimulate Black Power advocates, white racists, and other militant groups to establish schools deliberately designed to foment hatred or revolution.

But a contrary threat to unity is the psychological and social normlessness that typically ensues when the individual is overwhelmed by an amorphous mass society, robbed of the **rootage** and identity that distinct, well functioning groups can provide.[10] According to the most trustworthy data available, parochial schools in the United States have not been divisive, fostering a "ghetto mentality."[11] They may even have surpassed the public schools in equipping the young to function in the larger world. Other research findings suggest, in this connection, that individuals who grow up where their ethnic group is dominant become more self-secure, exhibiting fewer psycho-somatic symptoms in adulthood.[12] But it is often impossible to stress unique ethnic and religious characteristics within the public sector.

If it is thought important to maintain subcultural distinctives in our society, the following question emerges: Can the state encourage nonpublic schools maintained by disparate groups without assisting movements bent on anarchy and revolution?

In response to the question, most scholars would probably suggest various mechanisms of control--methods for ensuring that public money for private education does not fall into "the wrong hands." Here again, the measures advocated will partly reflect the peril one perceives in schools maintained by radical groups. Current constitutional doctrines will be a significant deterrent to tax support of racist schools. As a further step, the state could limit aid to schools meeting conventional standards of state departments of education and regional accrediting associations. School-by-school inspection and approval could be required. The aid could be extended through contracts with schools that had submitted proposals concerning the programs they wished to offer; it could be determined in advance that the programs were "safe" and periodic investigations could follow. The most radical approach would be, in effect, to deny the danger--to assume, on the one hand, that the country's long-range interests are best served when the market of ideas is kept as free as possible and, on the other hand, that the parent is entitled to choose the ideology to which his child shall be exposed. The public educational largesse could be channelled through parents, whose choices would determine the schools that would benefit. The state's regulatory role would be to ensure that the schools provided adequate, reliable data to parents concerning programs offered and results achieved. In essense, the parents would do the regulating by patronizing some schools and rejecting others. Only institutions manifestly endangering the public welfare or failing to develop the most basic academic skills would be excluded by government action.

3. The Dilemma of Equal Opportunity

There is considerable evidence that nonpublic education caters disproportionately to the higher socio-economic strata.[13] More unfortunate still, the tendency is growing.[14] If tax support is extended in such a way as to give relief primarily to the income levels from which pupils in nonpublic schools are now primarily drawn, larger proportions of families from these levels may be encouraged to patronize nonpublic schools, and the nation may soon find itself with separate educational agencies for the rich and the poor. In the form in which it is usually advocated, the voucher plan is particularly suspect in this regard.[15] If vouchers of equal value per child are given to all parents and each family is free to add funds of its own, the well-to-do may almost universally seek better instruction than is attainable in schools populated by the poor. Institutions for the impoverished, supported through vouchers alone, will always be outbid by schools financed through vouchers plus private funds in the competition for better personnel, to say nothing of differences in facilities and instructional materials. Even if schools for the disadvantaged turned out, through some near-miracle, to be publicly supported at a high level and excellent in many respects, the "dumping ground" image could often be devastating to the pupil's self-esteem. Sensing he was relegated to an institution almost no one would patronize by choice, his sense of defeat could be dangerously reinforced. He would be denied the examples of successful learning that middle-class youngsters provide. The chasm between affluent and outcast Americans might be widened most seriously. If tax credits or deductions were allowed for tuitions in nonpublic schools, the consequences might be even worse, for the families with the lowest incomes would receive no help at all, while the well-to-do would have more than ever to spend on nonpublic education. Tax credits would aggravate the trend more than tax deductions, and the higher the amounts permissible for credits or deductions, the more pronounced the resultant socio-economic and academic stratification, racial segregation, and inequality of opportunity would probably be. In fact, since nonpublic education is to such an extent a middle- and upper-class phenomenon, to give it virtually any commonly advocated mode of assistance is to extend benefits primarily to moderate- and high-income families. It is well established moreover, that parents of higher social status hold higher educational aspirations for their children. The more these fiscal and motivational differences are accentuated, the less will there be social, academic, and racial heterogeneity and equality of opportunity in the schools. Current mechanisms of educational finance respond sluggishly to the impulse for improvement, but they help at times to harness the aspirations and finances of the wealthy to the needs of the penurious.

Even under present financial conditions, the selectivity of nonpublic education has often complicated the problems of public educators in the major cities. As if a racial balance were not difficult enough to achieve, some nonpublic schools siphon off many white students, leaving public schools with an artificially high proportion of Negroes and Puerto Ricans. The situation in Manhattan is reaching alarming proportions. In Washington, D. C., public education has been deserted by almost everyone with an option. The exodus of whites to the suburbs has been followed in that city by a rapidly increasing migration of middle class blacks to nonpublic schools. The former president of Washington's school board wonders, consequently, "whether we will have a system composed entirely of poor children."[16]

Serious inadequacies in public education lie behind the preference of many parents for nonpublic schools. There is little point, furthermore, in castigating private educators for a selectivity that is fiscally inevitable. Current policies of educational finance are responsible for many serious inequities. The tendency to discriminate against the poor in the allocation of public educational resources has been documented repeatedly at national, state, and local levels. To make matters worse, when the public schools are inadequate or even destructive, usually only the well-to-do have an alternative. They may patronize nonpublic schools nearby, move to neighborhoods (typically more expensive) where better public instruction is offered, or send their young to nonpublic boarding schools at a distance. As Economist Milton Friedman points out, a low-income individual who attaches enough importance to a new car may often manage, by sacrificing other advantages, to save enough money to buy the same automobile as a resident of a high-income suburb.[17] He enjoys similar opportunities with respect to clothing, furniture, and books. But if he has a gifted child and is willing to scrimp to provide a superior education, he finds that nonpublic schools and "good" public schools are increasingly inaccessible geographically, even if he can finance his share of the instructional improvements themselves. Ironically, public school failures often seem attributable to the fact that patrons, having no alternative, may be treated with insensitivity and unconcern.

Many scholars would think it unfortunate, however, to permit subvention of nonpublic schools to bring about the destruction or debilitation of public schools, a clear possibility in some areas of the country. Private educational agencies, too, are often rigid and irrational, and their patrons will have occasion to desert them for the public schools. Except for the most severely uneducable, public education closes its doors to no one in the attendance area. It is responsible to the electorate. At its best, it features an egalitarian climate and social heterogeneity found nowhere else in its area.

Should the state take fiscal steps to reduce economic selectivity in nonpublic schools, to make more options available to poor parents, and to increase the senstivity of public schools to the needs and interests of the disadvantaged? These objectives, if viewed as desirable, could probably be achieved through liberal scholarships for impoverished pupils, applicable in the school of the parent's choice, through variable-value vouchers that equalized the educational purchasing power of the rich and the poor, or through state contracts with nonpublic schools offering promising, high-quality programs for pupils from low-income homes.[18] To keep from putting public schools at a disadvantage, the state could demand that nonpublic schools receiving the assistance accept pupils without regard to academic ability or achievement. Lest public education be destroyed as an effective agency, it could be granted a higher level of public support than private agencies. If vouchers were used, for instance, they could be worth more in public than in nonpublic schools, particularly for families with higher incomes.

4. The Dilemma of Educational Quality

Since education is at once so expensive and so vital to the commonweal, the state can ill afford to compromise the quality of schooling through financial policy. Public aid could obviously help proliferate inferior and even unscrupulous nonpublic schools, a number of which have been founded in New England in recent years to capitalize on the unprecedented demand among upper-income parents. The support could produce costly fragmentation of effort as many groups sought to provide a whole gamut of educational services and facilities.[19] Economies of scale might be forfeited so drastically that no instructional agency could afford programs of high quality. Accordingly, it is sometimes argued that the nation would be better off with a single, well-supported educational system, publicly financed, publicly administered, and attended by everyone.

But the current method of financing schools is a grossly inefficient way of matching educational services to the needs of the people served.[20] For the most part, the parent who wants instruction of unusual quality in the central academic subjects is powerless to dictate that his school taxes be focused to that end, for other parents want swimming pools and football fields and some need vocational training for their young. Similarly, the parent who wishes to invest an additional hundred dollars per year on improved educational services is often unable to do so. Levels of expenditure in public education are determined by cumbrous political procedures, to move to neighborhoods with better public schools is typically expensive, and to shift to a nonpublic school with a superior academic reputation usually involves outlays much in excess of one hundred dollars per year. Consequently, many parents are prevented from indulging their educational preferences, and the nation's schools are denied, in all probability, millions of dollars in potential revenue.

It is doubtful, too, that the semi-monopolistic position of public education is conducive to true efficiency. The public schools have shown a surprising resistance to reformist interventions, and, as was noted earlier, this rigidity seems significantly attributable to the powerlessness of most clients to "take their business elsewhere." The practice of refusing significant aid to nonpublic schools avoids the possibility of maintaining inferior nonpublic schools at state expense, but it leaves many pupils and parents with no alternative to inferior public schools. There is a significant likelihood, moreover, that some educational tasks are best performed by private agencies. Lutheran schools have a high proportion of male teachers (usually around 50 percent of the faculty) with whom boys who have no father in the home may identify. Other nonpublic schools enjoy special access to oppressed ethnic groups. Many independent boarding schools can offer twenty-four-hour programs in excellent facilities, far removed from the ghetto's despair. While urban public schools are often incapacitated of late by the conflicting demands of powerful pressure groups, nonpublic schools, catering to more homogeneous constituencies, may achieve consensus and act quickly and effectively in the face of changing conditions. Numerous other advantages peculiar to the private educational sector could be mentioned.[21] If educational quality is a primary goal, it would seem logical to capitalize on these capabilities for the public good.

There are additional reasons why a fiscally induced phase-out of large segments of nonpublic education, now foreshadowed in Rhode Island's massive Catholic school system, would reflect, in the view of many scholars, an inefficient public policy.[22] A mixed public-private educational enterprise seems conducive to greater flexibility and higher levels of per-pupil support, even in public schools, than an exclusively public system.[23] (It appears that any tendency for patrons of nonpublic schools to resist more liberal funding of public schools is more than offset by the fact that many children are educated largely at private expense.) To replace nonpublic personnel and facilities over a short span of years could be fiscally disastrous to the state under the best of conditions, to say nothing of an era of reduced support potential. Rhode Island might be incomparably further ahead financially to provide at least the minimal monies needed to keep nonpublic schools open. When patrons of nonpublic schools benefit directly or indirectly from tax revenues for education, moreover, they may be more likely to support these levies. In studies of shared time, numerous public school superintendents report that public school tax and bond referenda have been encouraged openly by proponents of nonpublic schools since students in those schools have begun to share significantly in services maintained by public school systems.[24] Similar outcomes have been observed in programs financed for nonpublic school children under Title I of the Elementary and Secondary Education Act.[25]

It may be argued, in addition, that in an increasingly crowded urban society, the likelihood of inefficient duplication of educational offerings is significantly mitigated and that the dangers could be further reduced through rationally contrived controls. The state could couple its aid with requirements of minimal school size, to cite one possibility.

5. The Dilemma of Educational Diversity

In connection with each major dilemma considered thus far, reasons have been identified for attaching controls to any sizeable public aid. But state standards imposed in the past on nonpublic schools, even in the absence of significant aid, have hardly been distinguished by their logic.[26] At the present moment, ill-advised regulations are threatening to obliterate the cultural alternatives kept alive by such groups as the Amish and Hutterites.[27] Most conventionalities enforced with bureaucratic zeal have no more reason or evidence to support them than the patent medicines that were popular half a century ago. It seems to this writer, at least, that the state should be concerned, not that a few schools will depart from orthodoxy, but that current methodologies will become codified and sacrosanct and compulsory in spite of the dismal results they produce. Particularly in nonpublic schools, there should be freedom to experiment with new departures, including the use of personnel recruited and prepared in unusual ways; radical new combinations of work, study, and play; and unaccustomed linkages with various neighborhood organizations and welfare agencies.[28]

Many private educators fear the controls that will come with public assistance, and some insist that loss of independence is too great a price to pay for financial relief. But the freedom to maintain diverse programs will be curtailed just as effectively if nonpublic schools are forced to close through economic pressure.

It may be possible, however, to envision methods of control that will protect the public interest without destroying diversity in nonpublic education. One approach would be to require periodic approval for schools receiving support, but to deny established educational agencies, committed as they tend to be to conventional modes of instruction, the direct power of approval. The state department of education could be required, for example, to commission an independent panel to do the approving--a panel of people predominantly from outside professional educational circles. The statutes could specify that schools were to be certified, not for their orthodoxy, but for the logic of their plans and evidence of good faith toward their patrons.

Consideration could also be given to the "radical" method of control mentioned earlier. The state's major responsibility in regulation would not be to approve schools and programs or to declare that all pupils must be taught this subject or that, but to assure that schools are honest with patrons. Each school could be required to make its objectives explicit and operational and to provide systematic, annual data concerning the outcomes it achieves. The state could audit these records to ensure their accuracy and publish them in a handbook distributed to the public, but parents could be given much freedom to patronize schools whose objectives they espoused and to select, from among schools with similar objectives, those that are most effective and efficient. There is a puzzling belief abroad in the nation that parents cannot be trusted to educate their children. Studies by Economist E. G. West in England and New York State suggest that, with the exception of sparsely settled rural areas and poverty stricken families, parents were doing a surprisingly conscientious job of schooling their children long before any public system of education (in the modern sense of that term) was established.[29] The primary function of state regulation today, in the writer's view, is not to make schools effective but to induce conformity to dubious rules of thumb. A system of control that relied on informed parental judgment might subject the schools to immeasurably greater pressure for improvement. Show a parent that his school is achieving at a lower level than schools with similar students and financial support, and action is likely to follow! The fact that some parents will be derelict does not justify taking responsibility away from all parents. Otherwise, to be consistent, the state should decide how all children shall be housed, dressed, fed, disciplined, and given medical and dental care, for a minority of parents are failures in each of these areas.

Edgar Z. Friedenberg has suggested another mechanism of control that would be conducive to diversity: the state could require each school-age child to demonstrate, through an annual battery of tests, that he was making at least normal academic progress as compared with children of similar backgrounds, but so long as the progress was being made the state would not dictate the educational methods to be used.

If importance is attached to educational experimentation and diversity, it should also be recognized that different mechanisms of public assistance are not equally conducive to this end. The more the nonpublic schools are given the right to determine how resources will be used, the more may they attempt to fit their programs to the peculiar needs of the pupils served. One obvious danger of services provided by public agencies and made available to pupils in nonpublic schools is that they will be inflexible, discouragingly conventional, and ill-adapted to the needs of pupils from nonpublic schools. The record of programs for disadvantaged pupils under Title I of the federal Elementary and Secondary Education Act is most discouraging in this regard.[30] In many cases it has been shown that many public school officials are unable or unwilling properly to administer services provided at tax expense to the nonpublic educational sector.

The shared-time movement has a considerably better record, probably because it has been voluntary on both sides.[31] The underlying assumption of shared time, apparently, is that the child is entitled to the benefits of public educational expenditures, either in toto (as when he enrolls in a public school) or in selected parts (as in shared time). The most common application of the principle is to permit a few children from a nonpublic school to journey to a nearby public school for instruction in such subjects as science, home economics, industrial arts, and business education, subjects which are viewed as "value free" and which are costly to provide. If the principle were extended, the sharing approach could be made far more hospitable to experimentation and diversity. Children from Catholic, Lutheran, Jewish, or nonsectarian schools could receive instruction in secular subjects given in public facilities, not only by public teachers, but by teachers of their own choosing, paid from private funds. Public schools could be built with instructional materials centers; physical education centers, industrial arts and vocational education rooms; science laboratories; little theaters; music and drama studios for instruction and practice; counseling rooms; computer outlets; planetariums; language laboratories; remedial reading and speech therapy facilities; clinics; cafeterias; interest group rooms; and book stores--designed to serve all school-age children in the area and made available for non-religious activities to classroom groups from all types of nonpublic schools, just as a public park may be made available.

As a more daring approach, a complex central facility of this type could be regarded as the property of the community as a whole, not of any particular agency, such as a public school district. Its governing board could include representatives of all major public and private welfare agencies in the area. Through the use of contracts or parent vouchers, a wide variety of competing agencies, public and private, profit and nonprofit, could be used to provide the services needed. All agencies could be denied a captive clientele, the survival of every educational component could be made dependent on its capacity to generate interest, and families could be given unusual freedom to select, as in an educational cafeteria, the programs they believed most beneficial for their children.

B. The Identified Alternatives

Six major alternatives have been identified for consideration by Rhode Island legislators with respect to aid of nonpublic schools. It may be useful to summarize the most salient implications of the preceding discussion for these alternatives:

1. Let the nonpublic schools continue with their current limited degree of public control and public support.

To adopt this approach would pose no danger of state support of religion, but it would do nothing about the decreasing opportunity for the poor to choose among schools on religious and other grounds. It might alienate patrons of nonpublic education who felt entitled to financial relief and make them less willing to support public education. It would not encourage schools operated by militant groups, but neither would it combat the anomie of mass culture by helping schools that stress ethnic identity and emotional support. It would leave many patrons of inadequate public schools with no alternative and would miss a major opportunity to stimulate the competition and experimentation that seem so necessary in education today. It would avoid the danger of using public funds to strengthen the selectivity of nonpublic schools and consequently the greater inequality of educational opportunity that would ensue but it might help aggravate the trend by making the selectivity inevitable in economic terms. It would lend no aid to inferior or unscrupulous nonpublic schools, but leave many families with no alternative to inferior public schools. It would encourage no duplication of effort, but leave Rhode Island with a grossly inefficient system for matching educational services to pupil needs, a system sluggish to respond to the willingness of individuals to pay more for improved educational services. It would fail to capitalize on the unique strengths of private education and expose the state to the fiscal stress of replacing many nonpublic services and facilities. It would require no new controls for nonpublic schools, and in this respect would not narrow the opportunity for experimentation and diversity, but it might permit the pincers of rising private educational costs and rising public school taxes to destroy that opportunity entirely in much of nonpublic education.

2. Pay a cash subsidy to nonpublic elementary and secondary schools or pupils, with various degrees of subsidy projected.

As the bulk of the present chapter suggests, the results of this option are difficult to predict unless the nature of the subsidy is specified, along with the controls to which it is linked. The outcomes of some mechanisms of support or control are rather clear, while the predictions attached to others will depend on the perils one perceives in various possibilities. Most economists would probably agree, for instance, that equal-value vouchers to all parents, "redeemable" in competing public and nonpublic schools and supplemented by private funds at parental option, would aggrevate existing educational inequities and tend toward separate institutions for the rich and the poor. But to predict the problems that might arise from letting parents themselves decide what schools should be regarded as "approved" and "disapproved," one must make a judgment as to the consequences of encouraging many unorthodox schools and as to the trustworthiness of most parents.

Beyond these observations, however, it would be difficult to detail all the important contingencies of this alternative without repeating most of the earlier discussion of dilemmas. Designers of public support should be wary of those interwoven dilemmas, or they may destroy the very values they hope to maximize.

3. Supply additional services to nonpublic schools at public expense, as by supplying teachers, specialists, or materials, with various degrees of subsidy projected.

Since services are not easily deflected to religious uses, they pose less danger of public support of religion than equivalent aid in dollars. They are one way of reducing the alienation of patrons of private education and of making them more supportive of taxation for schools. Since publicly supplied services have not significantly encouraged the establishment of new nonpublic schools in the past, the approach seems unlikely to help militant dissenting groups create their own educational agencies to foster divisiveness and hatred. It helps at least maintain the schools now operated by sub-cultural elements, contributing to this extent to the availability of ideological options and a strong sense of identity in the young. It tends to preserve the educational choices that now exist, but stimulates no notable new experimentation. The services extended often seem traditional, unimaginative, and poorly fitted to the pupils served. Educational inequalities are not mitigated and may even be strengthened to some extent. There is some danger of extending aid to inferior nonpublic schools. Some borderline schools that should be discontinued may be helped to maintain a tenuous existence. Since the services are generally designed by public schoolmen or hurriedly put together for the sake of political feasibility, they may aggravate the nonresponsiveness of educational expenditures to pupil needs and parent desires. The technique does not capitalize on the special capabilities of nonpublic education; at the most, it maintains these capabilities at the current level. It helps protect the state against the necessity of replacing private programs for many thousands of pupils. One of its major dangers may lie in its political attractiveness and flexibility. It could be extended almost indefinitely, in small, scarcely noticeable stages, without examination of the ultimate consequences.

4. Make it convenient for nonpublic school pupils to enroll part-time in public schools to study selected subjects with various proportions of time and choices of subjects projected.

In its prevailing form, the "shared time" or "dual enrollment" approach is merely a variant of alternative 3, another method of extending publicly financed and administered services to children in nonpublic schools. There are two modifications of the sharing principle, however, that would be much more conducive to diversity and experimentation (see pages 165-166).

The sharing strategy could be used in an attempt to achieve a controlled phasing-out of nonpublic education, for the pupils in question could receive more and more services in public schools until nonpublic schools were left with nothing but religious instruction and activities. The questionable assumptions in this approach are discussed below, in connection with alternatives 5 and 6. Since the alternatives are alike in impact, it may simplify discussion to consider them together:

5. Modify public schools so that religious instruction can be given regularly and conveniently by religious institutions, possibly in or adjacent to the public schools.

6. Launch an elaborate publicly supported program of research, development, and experimentation in a search for new forms of religious education which use modern communications media and new patterns of personnel deployment. Search for inventions which are powerful enough to replace current forms and economical enough to survive with private support.

The major long-run premise here is that nonpublic education may defensibly be phased out, at least to the point that it is responsible for religious instruction only. If religious instruction is made more accessible, convenient, and effective, most parents will be satisfied to patronize the public schools. Such an approach, if it were successful, would bypass all the previously mentioned dangers in support of nonpublic education. As a further step, it might remove most of the basis for arguing deprivation of freedom to select schools on religious grounds, for the public school might be acceptable religiously to most everyone. To be rational, however, its advocates should answer the following questions, at least to their own satisfaction:

1. Since several decades of study have done little to resolve the major issues of religious education, is this approach at all realistic?

2. Since public education is so ineffective in many areas, is it equitable to remove nonpublic education as an alternative from the grasp of many more families?

3. How will the nation encourage the varieties of ethnic diversity that are often difficult to foster in public education and the social liveliness and individual identity that are promoted in this way?

4. How will the gross inequities of public education be resolved, now that one alternative for many parents is to be cut off?

5. Can public education be rejuvenated adequately and with sufficient speed without nonpublic schools as a source of experimentation and competition?

6. Are the unique capabilities of nonpublic education dispensible as the nation attacks its massive social problems, particularly in the inner city?

7. Are we willing to limit ourselves to a system as sluggish to respond to the demands of its clients as public education is known to be?

8. Can we absorb the fiscal shock of replacing the services and facilities of most nonpublic schools at tax expense?

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*Numerous ideas presented in this chapter have appeared earlier in (Donald A. Erickson), "Nonpublic Schools in Michigan," in J. Alan Thomas, *State Finance and Educational Opportunity in Michigan* (Lansing, Mich.: Michigan Department of Education, 1968), pp. 244-253; and Donald A. Erickson, "Public Funds for Private Schools," *Saturday Review*, September 21, 1968, pp. 66-68, 78-79.

1. Leo Pfeffer, *Church, State, and Freedom* (Boston: The Beacon Press, 1959).
2. For a discussion of the governmental and financial pressures working against parental freedom of choice in education, see Wilbur G. Katz, "Religion, Education, and the Constitution: the Doctrine of Neutrality," *Educational Administration Quarterly*, 1 (Spring, 1965), 1-11.
3. Board of Education V. Allen, 20 L.Ed.2d 1060 (1968).
4. For discussion relevant to the problem of separating the sacred from the secular in subject matter content, see Andrew Greeley and Peter Rossi, *The Education of Catholic Americans* (Chicago: Aldine Publishing Company, 1966). See also William B. Ball, "Of Schema, Hotheads, Theology, and Smoke," *Teachers College Record*, 64 (Feb., 1963), 15-22.
5. Jesse H. Choper, "The Establishment Clause and Aid to Parochial Schools," *California Law Review*, 56 (April, 1968), pp. 260-341.
6. Katz, *op. cit.*
7. See, for example, George R. LaNoue, *Decision for the Sixties: Public Funds for Parochial Schools?* (New York: National Council of the Churches of Christ in the U.S.A., 1963), pp. 42-43.
8. Choper, *op. cit.*
9. Cf. James B. Conant, "Unity and Diversity in Secondary Education," *Vital Speeches*, 18 (May, 1952), 464.
10. On this topic there is a growing body of scholarly thought and study too extensive to be detailed here; see, for example, Milton Gordon, *Assimilation in American Life* (New York: Oxford University Press, 1964).
11. Greeley and Rossi, *op. cit.* Also see Ronald O. Johnstone, *The Effectiveness of Lutheran Elementary and Secondary Schools as Agencies of Christian Education* (St. Louis, Mo.: Concordia Publishing House, 1966).
12. These findings are discussed in Donald A. Erickson, "Contradictory Studies of Parochial Schooling," *School Review*, 76 (Winter, 1967), 425-436.

13. Greeley and Rossi, *op. cit.* There was a strong tendency, in this study, for parents of higher socio-economic status to be more likely to patronize nonpublic schools.

14. *Ibid.*

15. Cf. Charles S. Benson, *The Economics of Public Education* (Boston: Houghton Mifflin Company, 1961), pp. 325-326.

16. Susan B. Jacoby, "Big City Schools: IV--Washington: National Monument to Failure," *Saturday Review*, November 18, 1967, p. 71.

17. Milton Friedman, *Capitalism and Freedom* (Chicago: Phoenix Books, University of Chicago Press, 1962), p. 92.

18. Cf. Theodore Sizer and Phillip Whitten, "A Proposal for a Poor Children's Bill of Rights," *Psychology Today*, 2 (Aug., 1968), 59-63.

19. As Cheal points out, in many sparsely populated areas of Canada where aid is extended to church-related schools, neither "public" nor "separate" schools are able to maintain the adequate programs that would be possible apart from the duplication. John E. Cheal, "Counting the Cost of Canada's Denominational School Systems," *School Review*, 72 (Spring, 1964), 100-115.

20. Friedman, *op. cit.*, pp. 85-105; Edward F. Renshaw, "Meeting Educational Revenue Requirements in the Decade Ahead," *American School Board Journal*, 141 (July, 1960), 17, 19, 32; Mark V. Pauly, "Mixed Public and Private Financing of Education: Efficiency and Feasibility," *American Economic Review*, 57 (March, 1967), 120-130.

21. Cf. Christopher Jencks, "Is the Public School Obsolete?" *The Public Interest*, No. 2, Winter, 1966, pp. 18-27.

22. In a letter to the author dated October 30, 1968, and in an attached copy of a "Report to the Diocesan School Board" of October 28, 1968, Rev. Edward W. K. Mullen, Superintendent of Schools for the Catholic Diocese of Providence, discusses several recent school closings, a growing consciousness of financial emergency, and a pending retrenchment that is seen as "imperative" and "inevitable."

23. Miner found a generally negative relationship between per cent of children in nonpublic schools and *per capita* expenditures for public education, and in McMahon's study the proportion of children attending nonpublic schools was negatively associated with an index of financial effort in public education. (Jerry Miner, *Social and Economic Factors in Spending for Public Education*. "The Economics and Politics of Public Education, II"; Syracuse, N.Y.: Syracuse University Press, 1962), pp. 55, 59; Walter W. McMahon, "The Determinants of Public Expenditure: An Econometric Analysis of the Demand for Public Education"; unpublished paper, Department of Economics, University of Illinois, as reported in Miner, *ibid.*, pp. 55-56, 59). But Miner, along with James and his colleagues found generally positive relationships between proportion of

students in nonpublic schools and *per-pupil* expenditures in public education. (Miner, *op. cit.*; Walter I. Grimes, Jr., "Ability and Demand Determinants of Educational Expenditures in Large Cities: A Preliminary Report"; paper presented at National Conference of Professors of Educational Administration, Humboldt State College, Arcata, Calif., August 24, 1965.)

24. Research Division--National Education Association, *Shared-Time Programs: An Exploratory Study* (Research Report 1964 R-10; Washington, D.C.: the Association, 1964); James E. Gibbs, Jr., *et al.*, *Dual Enrollment in Public and Nonpublic Schools: Case Studies of Nine Communities* (OE-24014, Cir. No. 772; Washington, D.C.: U. S. Government Printing Office, 1965).

25. Vincent C. Nuccio and John J. Walsh, *A National Level Evaluation of the Impact of Title I of the Elementary and Secondary Education Act of 1965 on the Participation of Nonpublic School Children: Phase I* (Chestnut Hill, Mass.: Boston College, 1967, Mimeographed final report).

26. Donald A. Erickson, ed., *Public Controls for Nonpublic Schools* (Chicago: University of Chicago Press, 1969, in press).

27. Donald A. Erickson, "The Plain People vs. The Common Schools," *Saturday Review*, November 19, 1966, pp. 85-87, 102-103; "Storm Front: State Regulation of Nonpublic Schools," *Liberty*, 62 (Nov.-Dec., 1967), 11-21; "The Plain People and American Democracy," *Commentary*, 45 (Jan., 1968), 36-44.

28. There is considerable evidence of the potential for and extent of experimentation and innovation in nonpublic schools. See, for example, Roy Larmee, "The Relationship Between Certain National Movements in Education and Selected Independent Secondary Schools" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1962), and "National Movements and Independent Schools," in Roald F. Campbell and Robert A. Bunnell, eds., *Nationalizing Influences on Secondary Education* (Chicago: Midwest Administration Center, University of Chicago, 1963), pp. 105-118. See also Edward Yeomans, *And Gladly Learn: Summer Enrichment Programs for Urban Children* (Boston, Mass.: National Association of Independent Schools, 1965), and Kirschner Associates, Inc., *A Description and Evaluation of Selected Educational Components of Community Action Programs*, Report for the Office of Economic Opportunity (Albuquerque, N.M.: Kirschner Associates, Inc., 1967).

29. E. G. West, *Education and the State: A Study in Political Economy* (London: Institute of Economic Affairs Limited, 1965); and his "The Political Economy of American Public School Legislation," *Journal of Law and Economics*, 10 (October, 1967), 101-128.

30. Nuccio and Walsh, *op. cit.*

31. Research Division, *op. cit.*; Gibbs *et al.*, *op. cit.*

APPENDIX J

ENDNOTES

1 Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, U.S. Office of Education, p. 1. Superintendent of Documents Catalog No. FS 5.220:20111, U.S. Government Printing Office, Washington: 1968. 45¢.

2 The Handbook of Private Schools, 40th through 49th editions, 1959 through 1968, Porter Sargent, Boston, Massachusetts.

3 "Chronological Outline of Church-State Relations in American Education," pp. 251-269 in Religion, Government and Education, edited by William W. Brickman and Stanley Lehrer. Society for the Advancement of Education, New York: 1961.

4 Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, U.S. Office of Education. Superintendent of Documents Catalog No. FS 5.220:20111, U.S. Government Printing Office, Washington: 1968. 45¢.

5 Andrew M. Greeley and Peter H. Rossi, The Education of Catholic Americans, Aldine Publishing Company, Chicago, Illinois: 1966.

6 Commissioner's 1961 Catalog of Educational Change, New York State Education Department, Albany: 1961.

7 The Handbook of Private Schools, 40th through 49th editions, 1959 through 1968, Porter Sargent, Boston, Massachusetts.

8 Education in Rhode Island: A Plan for the Future, Final Report to the General Assembly, Special Commission to Study the Entire Field of Education, Providence: June, 1968.

9 Most of this brief history is taken from James Michael Lee, "Catholic Education in the United States," Chapter 6 of Catholic Education in the Western World, edited by Lee and published by the University of Notre Dame Press, Notre Dame, Indiana: 1967. Some segments come from New Patterns in Catholic Education, by Daniel R. Davies and James R. Deneen, published by Croft Educational Services, New London, Connecticut: 1968.

10 NCEA Bulletin, National Catholic Education Association, Washington, D.C.: November, 1967.

11 See Table 21.

12 Almost all of the Rhode Island history which follows is taken from A History of Catholic Education in Rhode Island, by Reverend Americo

D. Lapati, unpublished doctoral dissertation, Boston College, Boston, Massachusetts: June, 1958.

13 Ibid., p. 63.

14 Ibid., p. 65.

15 Greeley and Rossi, op. cit., p. 271.

16 Reginald A. Neuwien, Editor, Catholic Schools in Action, p. 33. University of Notre Dame Press, Notre Dame, Indiana: 1966.

17 The average salary paid lay teachers in the three private schools in 1967-68 was $5700. It was estimated that because religious teachers have more training and experience, they would average $6500 if employed at those private school lay salary rates.

Equivalent public school salaries for lay teachers were computed at $6500, which was step three on the Bachelor's Degree salary column of the 1967-68 Providence Public Schools salary schedule. This is about where a typical Rhode Island Catholic school lay teacher would fall.

Equivalent public school salaries for religious teachers were computed at $8600, which was step 10 on the Bachelor's Degree salary column of the 1967-68 Providence Public Schools salary schedule. It was estimated that this is about where the typical Rhode Island Catholic school religious teacher would fall.

18 The average salary paid lay teachers in the three diocesan schools in 1967-68 was $6735. It was estimated that because religious teachers have more training and experience, they would average $8000 if employed at those diocesan school lay salary rates.

Equivalent public school salaries for lay teachers were computed at $7100, which was step five on the Bachelor's Degree salary column of the 1967-68 Providence Public Schools salary schedule. It was estimated that this is about where the typical Rhode Island diocesan high school lay teacher would fall.

Equivalent public school salaries for religious teachers were computed at $8600, which was step 10 on the Bachelor's Degree salary column of the 1967-68 Providence Public Schools salary schedule. It was estimated that this is about where the typical Rhode Island Catholic school religious teacher would fall.

19 Educational Personnel of the Rhode Island Schools, Part 1, pp. 106-107, Special Commission to Study the Entire Field of Education, Providence, December, 1967.

20 Factor analysis is a set of statistical procedures for analyzing intercorrelated variables in a search for clusters of measures, each cluster being related to some theoretical "factor" around which the cluster is centered. Only the three questions having the highest correlation with each factor are reported here.

21 In collecting these statistics, the U. S. Office of Education had each school identify itself as to whether it was church-related or not church-related. USOE commented as follows on the classifications: "It should be pointed out here that church relationship is a matter of degree and may vary from complete control of curriculum and school policy by a denominational group to mere acknowment of denominational efforts and financing when the school was originally founded." The "church-related" category includes all types of Catholic schools and schools of all other religious groups as well. Statistics of Nonpublic Secondary Schools, 1960-61, U. S. Office of Education. Superintendent of Documents Catalog No. FS 5.220:20050, U. S. Government Printing Office, Washington: 1963. 40¢.

22 The average salary paid lay teachers in the 15 parish schools in 1968-69 was $4980. It was estimated that because religious teachers have more training and experience, they would average $5700 if employed at those parish school lay salary rates.

Equivalent public school salaries for lay teachers were computed at $7200, which was step three on the Bachelor's Degree salary column of the 1968-69 Providence Public Schools salary schedule, where the typical lay teacher in a parish school would fall.

Equivalent public school salaries for religious teachers were computed at $10,000, which was step 11, the top of the Bachelor's Degree salary column of the 1968-69 Providence Public Schools salary schedule, where the typical religious teacher in a parish school would fall.

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APPENDIX K
(Consists of Tables 1–72)

Table 1

Number of Nonpublic Elementary and Secondary Schools[a] by Type of School
United States, New England, and Rhode Island

Type of School	United States 1960-61 or 1961-62	United States 1965-66	United States Per cent Change	New England 1960-61 or 1961-62	New England 1965-66	New England Per cent Change	Rhode Island 1960-61 or 1961-62	Rhode Island 1965-66	Rhode Island Per cent Change
Total elementary[b]	14,321	15,340	+7%	1,046	1,065	+2%	116	122	+5%
Nonchurch related	1,022	1,365	+34	138	136	-1	5	6	+20
Church related	13,299	13,975	+5	908	929	+2	111	116	+5
Catholic[d]	10,385	10,740	+3	835	863	+3	100	109	+9
Other	2,914	3,235	+11	73	66	-10	11	7	-36
Catholic per cent of total	73%	70%	-3[e]	80%	81%	+1[e]	86%	89%	+3[e]
Total secondary[c] (adjusted[f])	3,878	4,314	+11	466	525	+13	29	32	+10
Nonchurch related	741	927	+25	181	203	+12	2	5	+150
Church related	3,136	3,387	+8	285	322	+13	27	27	0
Catholic[d]	2,462	2,644	+7	246	285	+16	20	23	+15
Other	675	743	+10	39	37	-5	7	4	-43
Catholic per cent of total	63%	61%	-2[e]	53%	54%	+1[e]	69%	72%	+1[e]
Total secondary[c] (USOE[g])	4,053	4,606	+14	486	582	+20	31	57	+84
Nonchurch related	787	1,004	+28	187	220	+18	4	7	+75
Church related	3,266	3,602	+10	299	362	+21	27	50	+85
Catholic[d]	2,523	2,744	+9	258	320	+24	20	44	+120
Other	743	858	+15	41	42	+2	7	6	-14
Catholic per cent of total	62%	60%	-2[e]	53%	55%	+2[e]	65%	77%	+12[e]
Total non-Catholic									
Elementary	3,936	4600	+17	211	202	-4	16	13	-19
Secondary[c] (adjusted[f])	1,416	1670	+18	220	240	+9	9	9	0

Source: *Statistics of Nonpublic Secondary Schools, 1960-61*; *Statistics of Nonpublic Elementary Schools, 1961-62*; *Nonpublic Secondary Schools Directory, 1960-61*; *Statistics of Nonpublic Elementary and Secondary Schools, 1965-66*; and *Directory, 1960-61*; Office of Education, U. S. Department of Health, Education, and *Welfare*. Washington, D. C.: U. S. Government Printing Office.

[a] Institutions offering both elementary and secondary grades are included in both the elementary and secondary counts. Therefore, the sum of elementary schools and secondary schools will exceed the actual number of institutions.

[b] 1961-62 data. Since most of these schools are Catholic, data are ususally for grades 1-8.

[c] 1960-61 data. Usually for grades 9-12 or some portion thereof.

[d] Includes all parish, diocesan, and private Catholic schools.

[e] Percentage points.

[f] Excludes 175 grade 1-9 schools in 1960-61 and 292 grade 1-9 schools in 1965-66 from U. S. figures and excludes similar figures from New England in the amount of 20 for 1960-61 and 57 for 1965-66. In Rhode Island only two such schools (both nonchurch related) were reported by USOE for 1960-61 whereas 25 such schools (21 Catholic) were reported by USOE for 1965-66, leading to greatly inflated and grossly inaccurate secondary school growth figures for the state. In actual fact, the number of grade 1-9 schools in Rhode Island dropped from 40 to23 between 1960-61 and 1965-66. On the basis of the discrepancy between the facts in Rhode Island the USOE reports, all grade 1-9 schools were removed from both years for the state, New England, and the United States. The distribution of such schools over the church and nonchurch subdivisions was assumed to be the same in 1960-61 as it was in 1965-66.

[g] Includes figures cited in footnote f for grade 1-9 schools in both years for Rhode Island, New England, and the United States.

Table 2

Enrollment of Nonpublic Elementary and Secondary Schools by Type of School
United States, New England, and Rhode Island

	United States			New England			Rhode Island		
Type of School	1960-61 or 1961-62	1965-66	Per cent Change	1960-61 or 1961-62	1965-66	Per cent Change	1960-61 or 1961-62	1965-66	Per cent Change
Total elementary[a]	4,627,037	4,928,682	+ 7%	360,910	365,991	+ 1%	38,911	40,167	+ 3%
Nonchurch related	106,825	181,622	+70	11,776	15,463	+31	502	804	+60
Church related	4,520,212	4,747,060	+ 5	349,134	350,528	0	38,409	39,363	+ 2
Catholic[c]	4,233,451	4,370,277	+ 3	344,140	344,996	0	37,438	38,498	+ 3
Other	286,761	376,783	+31	4,994	5,532	+11	971	865	-11
Catholic per cent of total	91%	89%	- 2[d]	95%	94%	- 1[d]	96%	96%	0[d]
Total secondary[b]	1,109,443	1,376,090	+24	119,970	149,340	+24	8,944	10,724	+20
Nonchurch related	133,126	159,648	+20	36,124	45,210	+25	452	608	+35
Church related	976,317	1,216,442	+25	83,846	104,130	+24	8,492	10,116	+19
Catholic	887,481	1,111,048	+25	79,077	98,615	+25	7,617	9,113	+20
Other	88,836	105,394	+19	4,769	5,515	+16	875	1,003	+15
Catholic per cent of total	80%	81%	+ 1[d]	66%	66%	0[d]	85%	85%	0[d]
Total non-Catholic									
Elementary	393,586	558,405	+42	16,770	20,995	+25	1,473	1,669	+13
Secondary	221,962	265,042	+19	40,893	50,725	+24	1,327	1,611	+21

Source: Statistics of Nonpublic Secondary Schools, 1960-61; Statistics of Nonpublic Elementary Schools, 1961-62; and Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, Office of Education, U. S. Department of Health, Education, and Welfare. Washington, D. C.: U. S. Government Printing Office.

[a] 1961-62 data. Since most of these schools are Catholic, data are usually for grades 1-8.

[b] 1960-61 data. Usually for grades 9-12.

[c] Includes all parish, diocesan, and private Catholic schools.

[d] Percentage points.

Table 3

Enrollment of All Nonpublic Elementary and Secondary Schools by Grade Level
United States, New England, and Rhode Island

Grade	United States 1960-61 or 1961-62	United States 1965-66	New England 1960-61 or 1961-62	New England 1965-66	Rhode Island 1960-61 or 1961-62	Rhode Island 1965-66
Elementary						
Grade 1	660,336	634,590	51,069	46,921	5,825	5,274
Grade 2	639,333	629,799	48,921	45,978	5,757	5,268
Grade 3	615,559	627,643	47,234	46,120	5,375	5,283
Grade 4	600,536	607,988	46,376	44,887	5,297	5,124
Grade 5	572,825	589,786	44,406	44,389	4,892	4,883
Grade 6	540,993	574,171	42,166	43,276	4,459	4,817
Grade 7	518,143	543,460	41,585	42,368	3,887	4,471
Grade 8	498,631	526,888	41,170	41,249	3,752	4,187
Ungraded	10,841	29,092	627	1,732	1	13
Total	4,657,197	4,763,417	363,554	356,920	39,245	39,320
Per cent change		+2%		-2%		0%
Secondary						
Grade 9	331,333	371,594	32,826	38,496	2,187	3,195
Grade 10	264,607	333,355	28,685	35,209	2,332	2,440
Grade 11	243,695	313,882	27,731	35,127	2,144	2,357
Grade 12	235,641	299,810	26,999	33,809	1,943	2,277
Ungraded	0	5,934	0	1,307	0	0
Total	1,075,276	1,324,575	116,241	143,948	8,606	10,269
Per cent change		+23%		+24%		+19%

Source: *Statistics of Nonpublic Secondary Schools, 1960-61*; *Statistics of Nonpublic Elementary Schools, 1961-62*; and *Statistics of Nonpublic Elementary and Secondary Schools, 1965-66*, Office of Education, U. S. Department of Health, Education, and Welfare. Washington, D. C.: U. S. Government Printing Office.

Table 4

Public, Catholic, and Independent School Enrollment
Rhode Island

Year	Public Schools[a] Number	Public Schools[a] Per cent	Catholic Schools[a,b] Number	Catholic Schools[a,b] Per cent	Independent Schools[c] Number	Independent Schools[c] Per cent	Total Enrollment Public, Catholic and Independent Schools
1959-60	119,758	71%	45,854	27%	3,468	2%	169,080
1960-61	122,708	71	47,152	27	3,472	2	173,332
1961-62	127,398	71	47,876	27	3,280	2	178,554
1962-63	132,706	72	48,097	26	3,286	2	184,089
1963-64	138,516	74	48,282	26	NA[d]	NA	186,798[e]
1964-65	141,586	75	47,683	25	NA	NA	189,269[e]
1965-66	144,684	74	46,806	24	3,315	2	194,805
1966-67	149,067	75	45,858	23	3,320	2	198,245
1967-68	149,834	76	45,166	23	3,446	2	198,446
1968-69	155,484	77	42,316	21	3,568	2	201,368

Source: Rhode Island Department of Education and Catholic School Office.

[a] Grades 1-12 only.

[b] Private, Diocesan, and parish elementary and secondary schools.

[c] Grades N-12. Excludes four schools for handicapped children and adults. The limited evidence available shows that Rhode Island residents make up only 2/3 of the independent school enrollment. Thus those residents constitute only about 1% of all Rhode Island pupils.

[d] Not available.

[e] Public and Catholic only.

Table 5

Enrollment in Independent Schools[a]
Rhode Island
1958-1968[b]

Town	School	Grades	1958-59	1959-60	1960-61	1961-62	1962-63	1965-66	1966-67	1967-68	1968-69
Barrington	Fletcher Preparatory	7-12							60	90	120
	St. Andrew's	4-12	99	90	97	101	102	114	106[e]	110[e]	109
Burrillville	Pine Harbor	NA[i]	55	55	55	55	55[h]				
East Providence	Gordon[d]	N-8	174	170	170	184	158	184	176	181	210
	Providence Country Day	6-12	167	170	170	169	178	194	185	212	222
Middletown	St. George's	8-12	195[h]	196	207	215	209	215	213	223	233
Newport	Hatch Preparatory	NA	57	73	57						
	Ada Collings	N-8	231	233	233	200	226	211	190	164[c]	119
	Miramar	10-12						60	46	59	45
	Newport School for Girls	9-12						97	116	125	117
	St. Michael's	K-12	183	176	169	170	171	132	126	137	151
Pawtucket	Pawtucket Christian Day	K-8	122	140	144	120	115	108	103	111	95
	St. Martin's Episcopal Day	N-3		27	44	53	54				
Providence	Providence Junior Academy	3-8[d]	58	38	56						
	Children's Center	K-8		161	129	112	112	42			
	Abbie Loveland Teller	K-8	63	68	65	59	55	52	54	79	85
	St. Paul's Christian Day	K-6	109	113	113	120	100[h]	89	95	89	91
	Lincoln	N-12	395	413	417	423	423	425	407	424	438
	Mary C. Wheeler	K-12	330	327	327	321	333	359	365	362	372
	Moses Brown	1-12	454	484	512	503	509	544	567	596	592
	St. Dunstan's Day	K-8[d]	160[h]	164	150	120	100	133	134	147	166
	Hebrew Day	N-8	151	148	172	176	203	194	221	216	271[f]
Warwick	Rocky Hill	N-12[d]	238	222	185[h]	179	183	162	156[g]	121	132
TOTAL			3241	3468	3472	3280	3286	3315	3320	3446	3568
Total as % of 1959-60			93%	100%	100%	95%	95%	96%	96%	99%	103%
Total as % of total Rhode Island school enrollment[j]			NA	2%	2%	2%	2%	2%	2%	2%	2%

Source: Rhode Island Department of Education--Statistical Services Department. 1958-1962: Form 1506; 1963-1968: Form NP-ORE.

[a] There are currently 22 independent schools in Rhode Island. Data for four of the schools, Emma Pendleton Bradley, Governor Center, Meeting Street, and Community Workshops, are not included for these schools enroll handicapped students only.

[b] Total enrollment not available for 1963-64 and 1964-65; only resident enrollment was collected from most schools in those two years.

[c] Resident enrollment only.

[d] Grades offered changed from time to time during the decade.

[e] Grades 7-12.

[f] Grades K-10.

[g] Grades K-12.

[h] Estimated. Actual enrollment not available.

[i] Not available.

[j] The limited evidence available shows that Rhode Island residents make up only 2/3 of the independent school enrollment. Thus those residents constitute only about 1% of all Rhode Island pupils.

Table 6

Pupils, Teachers and Financial Information
10 Selected Elementary and Secondary Independent Schools[a]
Rhode Island

	1958-59	1959-60	1960-61	1961-62	1962-63
Enrollment	2276	2320	2401	2368	2355
Boarding	406	412	463	483	510
Day	1870	1908	1938	1885	1845
Enrollment as % of 1959-60 enrollment	98%	100%	103%	102%	103%
Boarding	99%	100%	112%	117%	124%
Day	98%	100%	102%	99%	97%
Per cent graduates to college[b]	97%	98%	97%	97%	99%
Number of teachers[c]	232	239	255	260	256
Pupil/teacher ratio	9/1	10/1	9/1	9/1	9/1
Degrees held by faculty	NA	NA	NA	NA	NA
% No degree	NA	NA	NA	NA	NA
% Bachelor's	NA	NA	NA	NA	NA
% Master's	NA	NA	NA	NA	NA
% Doctor's	NA	NA	NA	NA	NA
Tuition charge per pupil					
Boarding					
Range	$1420-2100	$1420-2200	$1800-3200	$1700-2750	$2100-2750
Average[d]	$1935	$1996	$2067	$2217	$2533
Day					
Range	$ 250-875	$ 250-875	$ 255-1150	$ 255-1150	$ 255-1150
Average[d]	$600	$698	$764	$811	$891
Per cent of schools increasing tuition over previous year	---	56%	44%	50%[h]	40%
Average tuition charge as % of 1959-60 tuition					
Boarding	97%	100%	104%	111%	117%
Day	86%	100%	109%	116%	128%
Endowment per pupil[e]					
Range	$ 45-3000	$ 46-8122	$ 46-7767	$ 47-7442	$ 45-7477
Average	$1018	$1706	$1663	$1730	$1713
Endowment yield per pupil @ 5%[e]					
Range	$ 2-150	$ 2-406	$ 2-388	$ 2-372	$ 2-374
Average	$ 51	$ 85	$ 83	$ 87	$ 86
Value of plant per pupil[f]					
Range	$ 577-12,000	$ 577-15,228	$ 620-14,563	$ 800-13,953	$1111-16,355
Average	$2384	$3340	$3299	$3379	$3602

Source: Handbook of Private Schools, 40th through 49th editions, 1959 through 1968, Porter Sargent, Boston, Massachusetts. See Appendix E for list of schools included here.

[a] The 10 schools represent a range in grades operated; in enrollment; in faculty qualifications, in pupil/teacher ratio; in tuition rates; in size of endowment (if any);in character, quality, and value of buildings; in date of establishment; and in other respects. For example, some are day schools and some are boarding schools. Combining data for the 10 schools submerges most of the important differences among these very distinctive schools, but combining the data does serve to give a picture of "average" independent school characteristics.

[b] Data are for preceding year and are only for schools with grade 12. There were 5 such schools in 1958-59; 7 in 1967-68.

[c] Full-time equivalent, with all part-time teachers estimated at half-time.

[d] Average of highest tuition rates charged. The highest rates are usually for the highest grades operated by the school. The lowest figures are usually for half-day kindergarten.

[e] Endowment figures were reported by only 5 of the 10 schools. Per pupil figures are for those 5 schools only. Endowment yield is assumed to be 5% annual interest earned.

[f] Value of plant was reported by only 7 of the 10 schools. Per pupil figures are for those 7 schools only.

[g] Data are for only 9 schools; the 10th was not yet established.

[h] While 5 of the 10 schools raised tuition charges between 1960-61 and 1961-62, 2 of the 10 reduced tuition charges.

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Table 6 (continued)

Pupils, Teachers and Financial Information
10 Selected Elementary and Secondary Independent Schools[a]
Rhode Island

	1963-64	1964-65	1965-66	1966-67	1967-68
Enrollment	2392	2383	2481	2508	2537
Boarding	544	530	544	525	533
Day	1848	1853	1937	1983	2004
Enrollment as % of 1959-60 enrollment	103%	103%	107%	108%	109%
Boarding	132%	129%	132%	127%	129%
Day	97%	97%	100%	104%	105%
Per cent graduates to college[b]	99%	99%	99%	99%	98%
Number of teachers[c]	266	268	274	277	280
Pupil/teacher ratio	9/1	9/1	9/1	9/1	9/1
Degrees held by faculty	NA				
% No degree	NA	17%	14%	17%	12%
% Bachelor's	NA	52%	52%	49%	54%
% Master's	NA	29%	32%	32%	32%
% Doctor's	NA	2%	2%	1%	1%
Tuition charge per pupil					
Boarding					
Range	$2300-2750	$2200-3000	$2200-3000	$1900-3000	$2600-3250
Average[d]	$2470	$2517	$2637	$2608	$2900
Day					
Range	$ 255-1300	$ 300-1300	$ 225-1400	$ 250-1500	$ 250-1500
Average[d]	$ 931	$ 961	$1026	$1105	$1175
Per cent of schools increasing tuition over previous year	44%	56%	40%	60%	50%
Average tuition charge as % of 1959-60 tuition					
Boarding	124%	126%	132%	131%	145%
Day	133%	138%	147%	158%	168%
Endowment per pupil[e]					
Range	$ 152-7619	$ 152-9859	$ 376-9813	$ 369-9767	$ 373-9545
Average	$1566	$1894	$1890	$1871	$1813
Endowment yield per pupil @ 5%[e]					
Range	$ 8-381	$ 8-493	$ 19-491	$ 18-488	$ 19-477
Average	$ 78	$ 95	$ 95	$ 94	$ 91
Value of plant per pupil[f]					
Range	$1000-16,667	$1274-18,779	$1111-18,692	$1307-14,605	$1790-18,182
Average	$4335	$4696	$4903	$4918	$4899

Source: Handbook of Private Schools, 40th through 49th editions, 1959 through 1968, Porter Sargent, Boston, Massachusetts. See Appendix E for list of schools included here.

[a] The 10 schools represent a range in grades operated; in enrollment; in faculty qualifications, in pupil/teacher ratio; in tuition rates; in size of endowment (if any); in character, quality, and value of buildings; in date of establishment; and in other respects. For example, some are day schools and some are boarding schools. Combining data for the 10 schools submerges most of the important differences among these very distinctive schools, but combining the data does serve to give a picture of "average" independent school characteristics.

[b] Data are for preceding year and are only for schools with grade 12. There were 5 such schools in 1958-59; 7 in 1967-68.

[c] Full-time equivalent, with all part-time teachers estimated at half-time.

[d] Average of highest tuition rates charged. The highest rates are usually for the highest grades operated by the school. The lowest figures are usually for half-day kindergarten.

[e] Endowment figures were reported by only 5 of the 10 schools. Per pupil figures are for those 5 schools only. Endowment yield is assumed to be 5% annual interest earned.

[f] Value of plant was reported by only 7 of the 10 schools. Per pupil figures are for those 7 schools only.

Table 7

Sources of Income
Selected Elementary and Secondary Independent Schools
United States

Type of School	Number of Schools		Per Cent of Schools Reporting 100% Tuition Support		Per Cent from Tuition		Per Cent from Endowment		Per Cent from Gifts		Per Cent from Other	
	1958-59	1967-68	1958-59	1967-68	1958-59	1967-68	1958-59	1967-68	1958-59	1968-68	1958-59	1967-68
Girls' day	75	90	25%	16%	90%	85%	1%	3%	2%	6%	6%	7%
Girls' boarding	27	33	15	18	91	85	3	6	2	5	4	4
Boys' day	64	67	6	9	85	83	4	3	4	5	7	10
Boys' boarding	68	84	6	13	82	81	9	9	5	6	4	4
Coeducational day	50	130	16	22	84	84	5	3	6	8	6	5
Coeducational day elementary	35	91	20	34	89	86	2	1	4	8	6	5
Coeducational boarding	18	27	6	11	83	84	5	2	7	7	5	10
Military	5	18	0	23	77	87	2	3	4	8	16	5
Catholic	10	22	20	32	83	83	1	0	9	6	7	7
Total	352	562	14	19								

Source: December, 1968, issue of Report of National Association of Independent Schools and December, 1959, Report No. 56 of National Council of Independent Schools, Boston, Massachusetts.

Table 8

General Information
6 Selected Elementary and Secondary Independent Schools[a]
Rhode Island

	Number	As % of 1967-68	1962-63	1967-68
Enrollment				1015
Resident[b]				625
Out-of-state[b]				390
Projected enrollment				
1969-70[c]	1179	116%		
1974-75[c]	1374	135		
1979-80[c]	1724	169		
Typical class size in regular academic subjects				
K-8			13	15
9-12			12	14
Number of qualified applicants who could not be accommodated[i]			225	359
K-8			18	97
9-12			207	262
Number of scholarships granted[g,h]			104	78
Faculty training				
% less than Bachelor's Degree			5%	2%
% holding Bachelor's Degree			57	55
% holding Master's Degree			37	42
% holding earned Doctorate			1	1
Faculty experience				
% in 1st year			13%	11%
% with 1-4 years			27	23
% with 5-9 years			22	25
% with 10-19 years			9	24
% with 20 years or more			29	17
Faculty experience in present school				
% in 1st year			22%	16%
% with 1-4 years			33	41
% with 5-9 years			15	21
% with 10-19 years			14	13
% with 20 years or more			16	9
Faculty salary (median)			$5650	$7000

	1962-63[g]		1965-66		1966-67		1967-68	
Income[d] (amount and % of total)								
Tuition and fees	$ 933,263	76%	$1,523,053	79%	$1,683,286	79%	$1,813,976	79%
Gifts used for current purposes	99,406	8	155,565	8	172,469	8	180,042	8
Endowment income[e]	129,432	11	171,216	9	204,056	10	233,351	10
Federal and state funds[f]		0	8,500	0	8,500	0	8,200	0
Other current income	64,339	5	63,799	3	55,531	3	60,791	3
Totals	1,226,440	101	1,922,133	99	2,123,842	100	2,296,360	100
Expenditures[d] (amount and % of total)								
Debt payments	-0-	0%	7,065	0%	16,391	1%	21,370	1%
Capital outlay	68,000	6	449,671	23	595,796	28	171,337	7
Total of all expenditures debt payments and capital outlay	1,195,733	100	1,926,992	100	2,153,375	100	2,316,548	100

Source: Special questionnaire survey of Rhode Island independent schools, winter, 1968. Appendix E lists 6 schools.

[a] The 6 schools represent a range in grades operated; in enrollment, in faculty qualifications, in pupil/teacher ratio; and in other respects. For example, some are day schools and some are boarding schools. Combining data for the 6 schools submerges most of the important differences among these very distinctive schools, but combining the data does serve to give a picture of "average" independent school characteristics.

[b] Estimated.

[c] Projected by the schools. Only three expect growth. Of the 350 new pupils expected between 1974-75 and 1979-80, 250 are expected by one school, which may be optimistic in its hopes.

[d] All figures are strongly influenced by those for one large school.

[e] Only two schools had any.

[f] Chiefly an O.E.O. grant to one school.

[g] Data are for only five schools.

[h] Most of the drop is due to the elimination of 24 scholarships for school and church choir singers at one school.

[i] One school reported 200 of the 1962-63 total and 250 of the 1967-68 total.

Table 9

Enrollment Increase
Selected Elementary and Secondary Independent Schools
United States

School Year	Number of Schools Reporting	Enrollment	Per Cent of Increase Over Previous Year[a]
1952-53	NA[b]	NA	2.9%
1953-54	NA	NA	2.8
1954-55	NA	NA	2.7
1955-56	NA	NA	2.3
1956-57	NA	NA	4.5
1957-58	NA	NA	3.6
1958-59	NA	NA	2.9
1959-60	363	120,092	2.4
1960-61	348	115,269	2.3
1961-62	379	129,885	2.4
1962-63	479	150,973	1.9
1963-64	511	167,473	3.6
1964-65	547	178,380	2.3
1965-66	537	170,939	2.1
1966-67	576	191,265	3.3
1967-68	621	201,071	2.6
1968-69	598	204,855	3.3

Current Enrollment by Type of School	Number of Schools	1967-68	1968-69	Per Cent Increase
Girls' day	94	28,202	29,106	3.2%
Girls' boarding	33	6,124	6,208	1.4
Boys' day	69	30,025	30,835	2.7
Boys' boarding	86	22,199	22,402	0.9
Boys' day elementary	10	2,467	2,563	3.9
Coeducational day	137	66,982	69,837	4.3
Coeducational day elementary	99	22,117	23,656	6.9
Coeducational boarding	28	5,540	5,665	2.3
Military	20	7,510	7,466	-0.6
Catholic	22	7,120	7,117	0.0
Total	598	198,286	204,855	3.3

Source: *Report No. 66*, December, 1961, of National Council of Independent Schools and December issues of *Report*, 1962-1968, of National Association of Independent Schools, Boston, Massachusetts.

[a] Although the number of reporting schools varies from year to year, the *per cent of increase* was determined by comparing enrollments of *same schools*. In short, data from column 3 were *not* used to produce column 4.

[b] Not available.

Table 10

Price and Income Indicators
with 1958 as Base Year
United States

Year	Implicit Price Deflator for Total Gross National Product (Index Number, 1958=100)	Per Capita Disposable Personal Income (Index Number, 1958=100)	Per Capita Disposable Personal Income (In 1958 prices)
1958	100	100	$1,831
1959	102	103	1,881
1960	103	103	1,883
1961	105	104	1,909
1962	106	107	1,968
1963	107	110	2,013
1964	109	116	2,123
1965	111	122	2,235
1966	114	127	2,332
1967	117	131	2,401
1968	122[a]	135[a]	2,473[a]

Source: Tables B-3 and B-16, *Economic Report to the President and The Annual Report of the Council of Economic Advisers, January, 1969*. Washington, D. C.: U. S. Government Printing Office, 1969.

[a] Preliminary.

Table 11

Tuition Increases
Selected Elementary and Secondary Independent Schools
United States

School Year	Number of Schools Reporting	Number of Schools Increasing Tuition Over Previous Year	Per Cent of Schools Increasing Tuition Over Previous Year
1959-60	380	190	50%
1960-61	447	174	39
1961-62	430	187	43
1962-63	623	250	40
1963-64	595	203	34
1964-65	611	255	42
1965-66	648	279	43
1966-67	577	383	66
1967-68	665	507	76
1968-69	695	441	63

Source: Annual Tuition Report, October, 1958-1968, of National Council of Independent Schools and National Association of Independent Schools, Boston, Massachusetts.

Table 12

Tuition Ranges
Selected Elementary and Secondary Independent Schools[a]
United States

School Year	Day Schools				Boarding Schools			
	Elementary		Secondary		Elementary		Secondary	
	Catholic	Other	Catholic	Other	Catholic	Other	Catholic	Other
1958-59	NA[c]	$150 - 1100	200 - 625	275 - 1310	NA	$1300 - 2200	760 - 1400	660 - 3000
1959-60	NA	110 - 1100	130 - 800	310 - 1450	NA	1850 - 2300	735 - 2200	650 - 3000
1960-61	NA	200 - 1250	130 - 825	350 - 1450	NA	1850 - 2600	930 - 2200	250 - 3100
1961-62	NA	100 - 1250	180 - 825	100 - 1450	NA	1600 - 2600	980 - 2200	790 - 3100
1962-63	250 - 625	166 - 1250	280 - 925	260 - 1500	NA	900 - 2700	1100 - 2200	870 - 3100
1963-64	250 - 850	200 - 1450	300 - 1050	250 - 3800	1100 - 1900	900 - 2886	1100 - 2500	908 - 3300
1964-65	300 - 1250	250 - 1620	300 - 1000	300 - 1965	NA	900 - 3000	1200 - 2500	800 - 3450
1965-66	300 - 1250	300 - 1500	300 - 1000	350 - 1815	NA	700 - 2750	1200 - 2800	700 - 3500
1966-67	325 - 1250	291 - 1700	250 - 1050	200 - 1900	NA	600 - 3000	1400 - 3000	885 - 3800
1967-68	325 - 1150	250 - 1700	250 - 1300	300 - 2400	1800[b]	1000 - 3100	1300 - 3100	700 - 4000
1968-69	400 - 1175	300 - 1800	450 - 1525	300 - 2535	NA	1250 - 3000	700 - 3250	800 - 4000

Source: Tuition Report, October issues, 1958-1968, of National Council of Independent Schools and National Association of Independent Schools, Boston, Massachusetts.

[a] Information is for several hundred schools. Number of schools for which data are available varies from 1 to 90 schools within a given category.

[b] For only one school.

[c] Not available.

Table 13

Tuition Ranges[a]
Selected Elementary and Secondary Independent Schools
New England

School Year	Day Schools		Boarding Schools	
	Elementary	Secondary	Elementary	Secondary
1958-59	300 - 920	399 - 1000	1850 - 2200	1300 - 3000
1959-60	325 - 965	430 - 1150	2000 - 2300	1400 - 3000
1960-61	350 - 950	465 - 1150	2000 - 2600	1700 - 3000
1961-62	350 - 1100	505 - 1300	2100 - 2600	1800 - 3000
1962-63	275 - 1100	505 - 1300	2000 - 2700	1400 - 3000
1963-64	300 - 1355	300 - 1385	1800 - 2700	1750 - 3300
1964-65	300 - 1290	475 - 1500	2000 - 2790	1750 - 3450
1965-66	325 - 1290	350 - 1675	1500 - 2700	1500 - 3500
1966-67	400 - 1660	300 - 1800	1900 - 3000	1800 - 3800
1967-68	400 - 1625	450 - 2000	2100 - 3075	700 - 4000
1968-69	300 - 1650	500 - 2000	2400 - 3000	2300 - 4000

Source: *Tuition Report*, October issues, 1958-1968, of National Council of Independent Schools and National Association of Independent Schools, Boston, Massachusetts.

[a] Data are for several hundred schools.

Table 14

Scholarship Aid[a]
Selected Elementary and Secondary Independent Schools
United States

School Year	Number of Schools Reporting	Per Cent of Enrollment Receiving Scholarships[b]	Number of Scholarship Awards	Number of Full Scholarships	Dollar Value[c]
1959-60	346	NA[d]	11,641	1,157	$ 6,551,179
1960-61	328	11	12,174	NA	7,569,780
1961-62	350	11	12,348	1,284	7,292,477
1962-63	452	10	13,922	1,555	9,124,541
1963-64	469	10	14,389	1,507	9,770,856
1964-65	497	10	15,804	1,726	10,672,067
1965-66	502	10	15,518	1,869	11,996,526
1966-67	533	10	17,192	2,191	14,017,584
1967-68	585	10	19,235	2,677	16,110,638
1968-69	556	10	18,313	2,874	16,547,990

Source: *Report Nos. 56, 61, 66*, December, 1959, 1960, 1961 of National Council of Independent Schools and December Issues of *Report*, 1962-1968, of National Association of Independent Schools, Boston, Massachusetts.

[a] Excluding faculty children.

[b] In 1968-69, about 7.2% of the typical independent school annual operating budget was required to finance scholarships for all recipients, including faculty children.

[c] In 1968-69, the average dollar value of each scholarship was $904.

[d] Not available.

Table 15

Pupil/Teacher Ratios
Selected Elementary and Secondary Independent Schools
United States

School Year	Number of Schools Reporting[a]	Number of Pupils	Number of Teachers (Full-time Equivalent)	Pupil/Teacher Ratio
1959-60	363	120,092	10,721	11/1
1960-61	337	111,239	10,341	11/1
1961-62	379	129,885	11,556	11/1
1962-63	479	150,973	13,645	11/1
1963-64	511	167,473	16,345	10/1
1964-65	547	178,380	16,668	11/1
1965-66	537	170,939	NA[b]	NA
1966-67	576	191,265	NA	NA
1967-68	621	201,071	19,066	11/1
1968-69	598	204,855	19,255	11/1

Source: *Report Nos. 56,61,66*, National Council of Independent Schools and *Report*, December issues, 1962-1968, National Association of Independent Schools, Boston, Massachusetts.

[a] Somewhat fewer schools reported number of teachers than reported number of pupils, but the difference is negligible--less than 1%.

[b] Not available.

Table 16

Starting Cash Salaries for Beginning Teachers
Selected Elementary and Secondary Independent Schools
United States

Type of School[a]	Median 1964-65	Median 1965-66	Median 1966-67	Median 1967-68	Median 1968-69	Range 1968-69
Girls' day	4,200	4,400	4,500	5,000	5,000	3,500 - 6,500
Girls' boarding	3,800	4,000	4,000	4,500	4,500	4,000 - 6,500
Boys' day	4,500	5,000	5,200	5,500	5,600	4,000 - 6,500
Boys' boarding	3,600	4,000	4,000	4,275	4,200	3,500 - 6,600
Boys' day elementary	4,500	4,500	4,500	5,000	5,000	4,830 - 5,800
Coeducational day	4,500	4,750	5,000	5,200	5,200	3,500 - 7,800
Coeducational day elementary	4,300	4,500	4,750	5,000	4,500	4,000 - 8,000
Coeducational boarding	3,600	3,900	4,000	4,500	4,000	3,700 - 6,400
Military	4,500	3,750	4,925	5,000	5,500	4,000 - 6,500
Catholic	4,550	4,820	4,820	5,150	5,200	4,600 - 6,500

Source: *Report*, December issues, 1964-1968, National Association of Independent Schools, Boston, Massachusetts.

[a] Number reporting in each category from year to year ranges from 5 to 99 but usually is about 50. Several hundred schools supplied information.

Table 17

Faculty Degrees
Selected Elementary and Secondary Independent Schools[a]
United States
1968-69

Schools	No Degree	B.A.	M.A.	Ph.D.
Girls' day	234	1,945	1,001	44
Girls' boarding	49	483	317	18
Boys' day	71	1,522	1,021	28
Boys' boarding	58	1,429	1,251	82
Boys' day elementary	14	180	73	1
Coeducational day	377	3,736	1,857	74
Coeducational day elementary	223	1,368	371	6
Coeducational boarding	49	376	247	15
Military	17	322	199	8
Catholic	36	280	270	17
Total	1,128	11,641	6,607	293
% of all faculty	6%	59%	34%	1%

Source: Report No. 27, December, 1968, National Association of Independent Schools, Boston, Massachusetts.
[a] 594 schools supplied information.

Table 18

College Admissions
Selected Secondary Independent Schools
United States

Schools	1959-60 Per Cent Admitted to College N= 19,784[b]	1963-64 Per Cent Admitted to College[a] N= 14,514[b]
Girls' day	96	96
Girls' boarding	93	97
Boys' day	98	97
Boys' boarding	92	95
Coeducational day	90	90
Coeducational boarding	92	96
Military	95	91
Catholic	94	93

Source: Report No. 7, December, 1963, National Association of Independent Schools, Boston, Massachusetts.
[a] In 1963-64, approximately 8% of the students entering higher education enrolled in two-year institutions.
[b] The number of schools reporting these data was not identical for each of the school years. Several hundred schools supplied information.

Table 19

Selected Data for All Catholic Elementary and Secondary Schools
United States
Source: THE OFFICIAL CATHOLIC DIRECTORY

	1957-58	1958-59	1959-60	1960-61	1961-62[a]	1962-63
Total number of Catholic schools	12,715	12,685	12,805	12,982	13,093	13,208
Elementary[b]	10,287	10,287	10,372	10,549	10,660	10,776
Secondary[c]	2,428	2,398	2,433	2,433	2,433	2,432
Total Catholic school enrollment[d]	4,896,195	4,906,195	5,142,070	5,300,777	5,420,000	5,539,405
Elementary	4,085,427	4,095,427	4,297,771	4,414,482	4,475,000	4,534,478
Secondary	810,768	810,768	844,299	886,295	945,000	1,004,927
Catholic school enrollment as % of 1959-60 enrollment						
Total	95%	95%	100%	103%	105%	108%
Elementary	95	95	100	103	104	106
Secondary	96	96	100	105	112	119
Total number Catholic students receiving religious instruction during school day	7,621,777	8,220,047	8,443,471	8,772,953	9,169,522	9,568,269
Elementary	6,030,679	6,554,099	6,764,157	6,992,822	7,231,831	7,443,902
Secondary	1,591,098	1,665,948	1,679,314	1,780,131	1,937,691	2,124,727
Total number Catholic students released from public schools to attend religious instruction[e]	2,725,582	3,313,852	3,301,401	3,472,176	3,749,522	4,029,224
Elementary	1,945,252	2,458,672	2,466,386	2,578,340	2,756,831	2,909,424
Secondary	780,330	855,180	835,015	893,836	992,691	1,119,800
% Catholic students enrolled in Catholic schools for religious instruction	64%	60%	61%	60%	59%	58%
Elementary	68	62	64	63	62	61
Secondary	51	49	50	50	49	47

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y., annual editions 1958 through 1968.

[a] Estimated. [b] Usually grades 1-8. [c] Usually grades 9-12.

[d] These data are Catholic school enrollment figures; a very few of these students are not Catholics. Excluded from the table are those students in Catholic protective institutions, who constitute less than .001 (1/10 of 1 per cent) of all Catholic students.

[e] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 20

Selected Data for All Catholic Elementary and Secondary Schools
New England
Source: THE OFFICIAL CATHOLIC DIRECTORY

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
Total number of Catholic schools	1,066	1,083	1,077	1,093	1,105	1,116
Elementary[a]	827	841	833	850	860	870
Secondary [b]	239	242	244	243	245	246
Total Catholic school enrollment[c]	406,228	413,430	428,693	437,262	443,900	450,500
Elementary	333,891	340,866	353,767	358,103	360,400	362,700
Secondary	70,337	72,564	74,926	79,159	83,500	87,800
Catholic school enrollment as % of 1959-60 enrollment						
Total	95%	96%	100%	102%	104%	105%
Elementary	95	96	100	101	102	103
Secondary	94	97	100	106	111	117
Total number Catholic students receiving religious instruction during school day	935,005	1,224,997	1,033,332	1,056,792	1,082,201	1,147,305
Elementary	718,765	990,597	811,186	826,726	841,636	880,635
Secondary	216,240	234,400	222,146	230,066	240,565	266,670
Total number Catholic students released from public schools to attend religious instruction[d]	528,777	811,567	604,639	619,530	638,301	696,805
Elementary	382,874	649,731	457,419	468,623	481,236	517,935
Secondary	145,903	161,836	147,220	150,907	157,065	178,870
% Catholic students enrolled in Catholic schools for religious instruction	43%	34%	41%	41%	41%	39%
Elementary	47	34	44	43	43	41
Secondary	33	31	34	34	29	33

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y., annual editions 1961 through 1968.

[a] Usually grades 1-8. [b] Usually grades 9-12. [c] These data are Catholic school enrollment figures; a very few of these students are not Catholics. Excluded from the table are those students in Catholic protective institutions, who constitute less than .001 (1/10 of 1 per cent) of all Catholic students.

[d] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 19 (continued)

Selected Data for All Catholic Elementary and Secondary Schools
United States

Source: THE OFFICIAL CATHOLIC DIRECTORY

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of Catholic schools	13,360	13,396	13,350	13,268	13,032	12,648
Elementary[a]	10,902	10,931	10,962	10,927	10,757	10,471
Secondary[b]	2,458	2,465	2,388	2,341	2,275	2,177
Total Catholic school enrollment[c]	5,642,483	5,676,628	5,594,405	5,485,412	5,262,886	4,997,121
Elementary	4,574,059	4,581,109	4,504,004	4,381,651	4,175,614	3,926,149
Secondary	1,068,424	1,095,519	1,090,401	1,103,761	1,089,272	1,070,972
Catholic school enrollment as % of 1959-60 enrollment						
Total	110%	110%	109%	107%	102%	97%
Elementary	106	107	105	102	97	91
Secondary	127	130	129	131	129	127
Total number Catholic students receiving religious instruction during school day	9,959,414	10,266,855	10,451,058	10,530,238	10,619,226	NA
Elementary	7,641,853	7,867,008	7,990,906	8,045,721	8,030,239	NA
Secondary	2,317,561	2,399,847	2,460,152	2,484,517	2,588,987	NA
Total number Catholic students released from public schools to attend religious instruction[d]	4,316,931	4,590,227	4,856,653	5,044,826	5,356,340	NA
Elementary	3,067,794	3,285,899	3,486,902	3,664,070	3,856,625	NA
Secondary	1,249,137	1,304,328	1,369,751	1,380,756	1,499,715	NA
%Catholic students enrolled in Catholic schools for religious instruction	57%	55%	54%	53%	50%	NA
Elementary	60	58	56	54	52	NA
Secondary	46	46	44	44	42	NA

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y., annual editions 1961 through 1968; figures for 1968-69 estimated from data supplied by Research Office, National Catholic Education Association, Washington, D. C. Some other data in the table are also estimated.

[a] Usually grades 1-8. [b] Usually grades 9-12. [c] These data are Catholic school enrollment figures; a very few of these students are not Catholics. Excluded from the table are those students in Catholic protective institutions, who constitute less than .001 (1/10 of 1 per cent) of all Catholic students.

[d] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 20 (continued)

Selected Data for All Catholic Elementary and Secondary Schools
New England

Source: THE OFFICIAL CATHOLIC DIRECTORY

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of Catholic schools	1,128	1,140	1,152	1,157	1,134	NA
Elementary[a]	881	897	909	913	899	NA
Secondary[b]	247	243	243	244	235	NA
Total Catholic school enrollment[c]	457,046	459,705	453,565	444,802	428,730	NA
Elementary	365,147	366,635	360,487	351,462	336,213	NA
Secondary	91,899	93,070	93,078	93,340	92,517	NA
Catholic school enrollment as % of 1959-60 enrollment						
Total	107%	107%	106%	104%	100%	NA
Elementary	103	104	102	99	95	NA
Secondary	123	124	124	125	123	NA
Total number Catholic students receiving religious instruction during school day	1,181,670	1,227,232	1,255,272	1,264,724	1,283,802	NA
Elementary	901,199	934,237	957,332	961,411	981,112	NA
Secondary	280,471	292,995	297,940	303,313	302,690	NA
Total number Catholic students released from public schools to attend religious instruction[d]	724,624	767,527	801,707	819,922	855,072	NA
Elementary	536,052	567,602	596,845	609,949	644,899	NA
Secondary	188,572	199,925	204,862	209,973	210,173	NA
% Catholic students enrolled in Catholic schools for religious instruction	39%	37%	36%	35%	33%	NA
Elementary	41	39	38	37	34	NA
Secondary	33	32	31	31	31	NA

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y., annual editions 1961 through 1968.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] These data are Catholic school enrollment figures; a very few of these students are not Catholics. Excluded from the table are those students in Catholic protective institutions, who constitute less than .001 (1/10 of 1 per cent) of all Catholic students.

[d] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 21

Selected Data for All Catholic Elementary and Secondary Schools
Rhode Island

Source: THE OFFICIAL CATHOLIC DIRECTORY
and the Catholic School Office, Diocese of Providence

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
Total number of Catholic schools	108	110	116	123	124	126
Elementary[a]	90	92	97	103	103	105
Secondary[b]	18	18	19	20	21	21
Total Catholic school enrollment[c]	44,340	45,486	46,713	48,328	48,512	48,672
Elementary	37,746	38,741	39,712	40,704	40,717	40,466
Secondary	6,594	6,745	7,001	7,624	7,795	8,206
Total number of teachers	1,256	1,263	1,300	1,409	1,418	1,424
Religious	1,161	1,157	1,184	1,239	1,225	1,222
Lay	95	106	116	170	193	202
Elementary	986	1,019	1,007	1,060	1,056	1,077
Religious	940	929	934	958	942	942
Lay	46	60	73	102	114	135
Secondary	270	274	293	349	362	347
Religious	221	228	250	281	283	280
Lay	49	46	43	68	79	67
Catholic school enrollment as % of 1959-60 enrollment						
Total	95%	97%	100%	103%	104%	104%
Elementary	95	98	100	102	103	102
Secondary	94	96	100	109	111	117
Number teachers as % of 1959-60 teachers						
Total	97%	97%	100%	108%	109%	110%
Religious	98	98	100	105	103	103
Lay	82	91	100	147	166	174
Pupil/teacher ratio	35/1	36/1	36/1	34/1	34/1	34/1
Elementary	38/1	38/1	39/1	38/1	38/1	38/1
Secondary	24/1	24/1	24/1	22/1	22/1	23/1
% Lay teachers	8%	8%	9%	12%	14%	14%
Elementary	5	6	7	10	11	12
Secondary	18	17	15	20	22	19
Total number Catholic students receiving religious instruction during school day	84,599	99,814	97,030	95,061	94,271	108,066
Elementary	68,561	79,942	77,032	73,444	72,313	84,254
Secondary	16,038	19,872	19,998	21,617	21,958	23,812
Total number Catholic students released from public schools to attend religious instruction[d]	40,259	54,328	50,317	46,733	45,759	59,394
Elementary	30,815	41,201	37,320	32,740	31,596	43,788
Secondary	9,444	13,127	12,997	13,993	14,163	15,606
% Catholic students enrolled in Catholic schools for religious instruction	52%	46%	48%	51%	51%	45%
Elementary	55	49	52	55	56	48
Secondary	41	34	35	35	35	34

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y.; and Catholic School Office, Diocese of Providence.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] These data are Catholic school enrollment figures; a very few of these students are not Catholics.

[d] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 21 (continued)

Selected Data for All Catholic Elementary and Secondary Schools
Rhode Island

Source: THE OFFICIAL CATHOLIC DIRECTORY
and the Catholic School Office, Diocese of Providence

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of Catholic schools	128	131	132	135	134	128
Elementary	107	110	110	112	111	106
Secondary	21	21	22	23	23	22
Total Catholic school enrollment[c]	49,297	48,648	47,524	46,912	45,166	42,316
Elementary	40,657	40,483	39,251	38,839	37,272	34,316
Secondary	8,640	8,165	8,273	8,073	7,894	8,076
Total number of teachers	1,499	1,577	1,581	1,632	1,659	1,597
Religious	1,268	1,257	1,273	1,281	1,214	1,126
Lay	231	320	308	351	445	471
Elementary	1,121	1,191	1,168	1,207	1,214	1,160
Religious	973	962	963	959	907	818
Lay	148	229	205	248	307	342
Secondary	378	386	413	425	445	437
Religious	295	295	310	322	307	308
Lay	83	91	103	103	138	129
Catholic school enrollment as % of 1959-60 enrollment						
Total	106%	104%	102%	100%	97%	91%
Elementary	102	102	99	98	94	86
Secondary	123	117	118	115	113	115
Number teachers as % of 1959-60 teachers						
Total	115%	121%	122%	126%	128%	123%
Religious	107	106	108	108	103	95
Lay	199	276	266	303	384	406
Pupil/teacher ratio	33/1	31/1	30/1	29/1	27/1	26/1
Elementary	36/1	34/1	33/1	32/1	31/1	30/1
Secondary	23/1	21/1	20/1	19/1	18/1	18/1
% Lay teachers	15%	20%	19%	22%	27%	29%
Elementary	13	19	18	21	25	29
Secondary	22	24	25	24	31	29
Total number Catholic students receiving religious instruction during school day	100,162	104,143	105,490	111,120	113,397	NA
Elementary	77,778	79,394	80,893	84,639	86,403	NA
Secondary	22,384	24,749	24,597	26,481	26,994	NA
Total number Catholic students released from public schools to attend religious instruction[d]	50,865	55,495	57,966	64,208	68,231	NA
Elementary	37,121	38,911	41,642	45,800	49,131	NA
Secondary	13,744	16,584	16,324	18,408	19,100	NA
% Catholic students enrolled in Catholic schools for religious instruction	49%	48%	45%	42%	40%	NA
Elementary	52	51	49	46	43	NA
Secondary	39	33	34	30	29	NA

Source: The Official Catholic Directory, P. J. Kenedy and Sons, New York, N. Y.; and Catholic School Office, Diocese of Providence.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] These data are Catholic school enrollment figures; a very few of these students are not Catholics.

[d] Public school figures are only for Catholic students who are released weekly to attend religious instruction; they thus underestimate the number of Catholics who attend public schools.

Table 22

Projected Public and Catholic Schools Enrollment
Parish, Private, and Diocesan Elementary and Secondary Schools
Rhode Island

Year	Public Schools		Catholic Schools		Total Enrollment
	Number	Per Cent	Number	Per Cent	Public and Catholic Schools
1970	152,900	76%	48,700	24%	201,600
1975	151,900	75	50,000	25	201,900
1980	154,900	75	51,100	25	206,000
1985	171,700	77	52,300	23	224,000
1990	191,200	78	53,400	22	244,600
1995	205,900	79	54,600	21	260,500
2000	213,100	79	55,800	21	268,900

Source: Population and Employment Prospects for Rhode Island, 1965-2000. This study was conducted by the Rhode Island Special Commission to Study the Entire Field of Education and published in April, 1967.

Table 23

Selected Data for All Catholic Elementary and Secondary Schools
United States

Source: SUMMARY OF CATHOLIC EDUCATION

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
Total number of schools	NA	NA	12,668	12,893	12,968	13,148
Elementary[a]	NA	NA	10,278	10,501	10,502	10,646
Secondary[b]	NA	NA	2,390	2,392	2,376	2,502
Total enrollment	NA	NA	5,087,197	5,253,791	5,369,540	5,494,347
Elementary	NA	NA	4,262,100	4,373,422	4,431,869	4,485,221
Secondary	NA	NA	825,097	880,369	937,671	1,009,126
Total number of teachers	NA	NA	141,918	151,902	157,124	159,079
Religious	NA	NA	107,040	112,029	112,053	110,193
Lay	NA	NA	34,878	39,873	45,071	48,886
Elementary	NA	NA	101,210	108,169	110,501	112,199
Religious[c]	NA	NA	75,760	79,119	77,900	76,620
Lay	NA	NA	25,450	29,050	32,601	35,579
Secondary	NA	NA	40,708	43,733	46,623	46,880
Religious	NA	NA	31,280	32,910	34,153	33,573
Lay	NA	NA	9,428	10,823	12,470	13,307
Enrollment as % of 1959-60 enrollment						
Total	NA	NA	100%	103%	106%	108%
Elementary	NA	NA	100	103	104	105
Secondary	NA	NA	100	107	114	122
No. of teachers as % of 1959-60 teachers						
Total	NA	NA	100%	107%	111%	112%
Religious	NA	NA	100	105	105	103
Lay	NA	NA	100	114	129	140
Elementary	NA	NA	100%	107%	109%	111%
Religious	NA	NA	100	104	103	101
Lay	NA	NA	100	114	128	140
Secondary	NA	NA	100%	107%	115%	115%
Religious	NA	NA	100	105	109	107
Lay	NA	NA	100	115	132	141
Pupil/teacher ratio	NA	NA	36/1	35/1	34/1	35/1
Elementary	NA	NA	42/1	40/1	40/1	40/1
Secondary	NA	NA	20/1	20/1	20/1	22/1
% Lay teachers	NA	NA	24%	26%	29%	31%
Elementary	NA	NA	25	27	30	32
Secondary	NA	NA	23	25	27	28

Source: Summary of Catholic Education, United States Catholic Conference, Department of Education, Washington, D. C., edition for 1959 and biennial editions for 1960 and 1961, for 1962 and 1963, and for 1964 and 1965.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] Does not include priests who are part-time teachers of religion. The numbers of such priests were estimated for 1959-60 and 1960-61.

Table 23 (continued)

Selected Data for All Catholic Elementary and Secondary Schools
United States

Source: SUMMARY OF CATHOLIC EDUCATION

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of schools	13,205	13,249	13,292	NA	12,792	12,421
Elementary[a]	10,775	10,832	10,879	NA	10,485	10,220
Secondary[b]	2,430	2,417	2,413	NA	2,307	2,201
Total enrollment	5,590,806	5,600,519	5,573,810	NA	5,245,725	4,987,465
Elementary	4,546,360	4,533,771	4,492,107	NA	4,147,578	3,907,673
Secondary	1,044,446	1,066,748	1,081,703	NA	1,098,147	1,079,792
Total number of teachers	166,506	171,198	177,219	NA	177,938	175,775
Religious[c]	112,549	111,952	113,795	NA	105,827	99,692
Lay	53,957	59,246	63,424	NA	72,111	76,084
Elementary	115,468	117,854	120,206	NA	121,275	119,474
Religious[c]	77,113	76,343	76,195	NA	70,980	66,411
Lay	38,355	41,511	44,011	NA	50,295	53,064
Secondary	51,038	53,344	57,013	NA	56,662	56,301
Religious	35,436	35,609	37,600	NA	34,847	33,281
Lay	15,602	17,735	19,413	NA	21,815	23,020
Enrollment as % of 1959-60 enrollment						
Total	110%	110%	110%	NA	103%	98%
Elementary	107	106	105	NA	97	92
Secondary	127	129	131	NA	133	131
No. of teachers as % of 1959-60 teachers						
Total	125%	121%	125%	NA	125%	124%
Religious	105	105	106	NA	99	93
Lay	155	170	182	NA	207	218
Elementary	114%	116%	119%	NA	120%	118%
Religious	102	101	101	NA	94	88
Lay	151	163	173	NA	198	209
Secondary	125%	131%	140%	NA	139%	138%
Religious	113	114	120	NA	111	106
Lay	165	188	206	NA	231	244
Pupil/teacher ratio	34/1	33/1	31/1	NA	29/1	28/1
Elementary	39/1	38/1	37/1	NA	34/1	33/1
Secondary	20/1	20/1	19/1	NA	19/1	19/1
% Lay teachers	32%	35%	36%	NA	41%	43%
Elementary	33	35	37	NA	42	44
Secondary	31	33	34	NA	39	41

Source: Summary of Catholic Education, United States Catholic Conference, Department of Education, Washington, D. C., edition for 1959 and biennial editions for 1960 and 1961, for 1962 and 1963, and for 1964 and 1965. Figures for 1967-68 and 1968-69 estimated from data supplied by Research Office, National Catholic Education Association, Washington, D. C.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] Does not include priests who are part-time teachers of religion. The numbers of such priests were estimated for 1959-60 and 1960-61 since actual figures were not available.

Table 24

Selected Data for All Catholic Elementary and Secondary Schools
New England

Source: SUMMARY OF CATHOLIC EDUCATION

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
Total number of schools	NA	NA	1,070	1,095	1,106	1,121
Elementary[a]	NA	NA	832	851	858	871
Secondary[b]	NA	NA	238	244	248	250
Total enrollment	NA	NA	422,905	425,171	439,939	443,747
Elementary	NA	NA	350,020	345,259	355,788	354,779
Secondary	NA	NA	72,885	79,912	84,151	88,968
Total number of teachers	NA	NA	12,130	12,705	13,471	13,346
Religious	NA	NA	10,739	11,026	11,482	11,298
Lay	NA	NA	1,391	1,679	1,989	2,048
Elementary	NA	NA	8,726	8,952	9,390	9,551
Religious[c]	NA	NA	7,863	7,909	8,181	8,210
Lay	NA	NA	863	1,043	1,209	1,341
Secondary	NA	NA	3,404	3,753	4,081	3,795
Religious	NA	NA	2,876	3,117	3,301	3,088
Lay	NA	NA	528	636	780	707
Enrollment as % of 1959-60 enrollment						
Total	NA	NA	100%	101%	104%	105%
Elementary	NA	NA	100	99	102	101
Secondary	NA	NA	100	121	143	147
No. of teachers as % of 1959-60 teachers						
Total	NA	NA	100%	105%	111%	110%
Religious	NA	NA	100	103	107	105
Lay	NA	NA	100	121	143	147
Elementary	NA	NA	100%	103%	108%	109%
Religious	NA	NA	100	101	104	104
Lay	NA	NA	100	121	140	155
Secondary	NA	NA	100%	110%	120%	111%
Religious	NA	NA	100	108	115	107
Lay	NA	NA	100	120	148	134
Pupil/teacher ratio	NA	NA	35/1	33/1	33/1	33/1
Elementary	NA	NA	40/1	39/1	29/1	29/1
Secondary	NA	NA	22/1	21/1	20/1	23/1
% Lay teachers	NA	NA	11%	13%	15%	15%
Elementary	NA	NA	10	11	13	14
Secondary	NA	NA	16	17	19	19

Source: *Summary of Catholic Education*, United States Catholic Conference, Department of Education, Washington, D. C., edition for 1959 and biennial editions for 1960 and 1961, for 1962 and 1963, and for 1964 and 1965.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

Table 24 (continued)

Selected Data for All Catholic Elementary and Secondary Schools
New England

Source: SUMMARY OF CATHOLIC EDUCATION

	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of schools	1,137	1,144	1,150	NA	NA	NA
Elementary[a]	883	893	899	NA	NA	NA
Secondary[b]	254	251	251	NA	NA	NA
Total enrollment	451,814	453,990	447,613	NA	NA	NA
Elementary	359,367	361,677	354,939	NA	NA	NA
Secondary	92,447	92,313	92,674	NA	NA	NA
Total number of teachers	14,059	14,277	14,673	NA	NA	NA
Religious	11,524	11,271	11,446	NA	NA	NA
Lay	2,535	3,006	3,227	NA	NA	NA
Elementary	9,701	9,824	9,982	NA	NA	NA
Religious[c]	8,139	7,935	7,964	NA	NA	NA
Lay	1,562	1,889	2,018	NA	NA	NA
Secondary	4,358	4,453	4,691	NA	NA	NA
Religious	3,385	3,336	3,482	NA	NA	NA
Lay	973	1,117	1,209	NA	NA	NA
Enrollment as % of 1959-60 enrollment						
Total	107%	107%	106%	NA	NA	NA
Elementary	103	103	101	NA	NA	NA
Secondary	127	127	127	NA	NA	NA
No. of teachers as % of 1959-60 teachers						
Total	116%	118%	121%	NA	NA	NA
Religious	107	105	107	NA	NA	NA
Lay	182	216	232	NA	NA	NA
Elementary	111%	113%	114%	NA	NA	NA
Religious	104	101	101	NA	NA	NA
Lay	181	219	234	NA	NA	NA
Secondary	128%	131%	138%	NA	NA	NA
Religious	118	116	121	NA	NA	NA
Lay	184	212	229	NA	NA	NA
Pupil/teacher ratio	32/1	32/1	31/1	NA	NA	NA
Elementary	37/1	34/1	36/1	NA	NA	NA
Secondary	22/1	21/1	20/1	NA	NA	NA
% Lay teachers	18%	21%	22%	NA	NA	NA
Elementary	16	19	20	NA	NA	NA
Secondary	22	25	26	NA	NA	NA

Source: Summary of Catholic Education, United States Catholic Conference, Department of Education, Washington, D. C., edition for 1959 and biennial editions for 1960 and 1961, for 1962 and 1963, and for 1964 and 1965. Figures for 1967-68 and 1968-69 estimated from data supplied by Research Office, National Catholic Education Association, Washington, D. C.

[a] Usually grades 1-8.

[b] Usually grades 9-12.

[c] Does not include priests who are part-time teachers of religion. The numbers of such priests were estimated for 1959-60 and 1960-61 since actual figures were not available.

Table 25

Selected Characteristics of Elementary and Secondary Religious Teachers[a]
A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island
Fall, 1968

Age[c]	Number	Per Cent of Category
Under 21	9	1%
21-30	225	24
31-40	232	25
41-50	149	16
51-64	224	24
Over 64	90	10
Level of Education[c]		
Elementary school graduate or less	0	0
Some high school	0	0
High school graduate	0	0
Some college, junior college, technical or business school, or Associate degree	165	18
Bachelor's degree	538	58
Master's degree, S.T.L. or equivalent	222	24
Doctoral degree	2	0.2
Teach religion full time[c]		
Yes	207	22
?	214	23
No	508	55

Sex[c]	Number	Per Cent of Category
Male	76	8%
Female	855	92
Years of teaching experience[c]		
Less than one year	2	0.2
1 or 2 years	56	6
3 or 4 years	56	6
5 to 9 years	118	13
10 to 14 years	127	14
15 to 19 years	130	14
20 to 29 years	171	18
30 or more years	268	29
Satisfied with present apostolic assignment[c]		
Yes	589	64
Undecided	222	24
No	108	12

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[a] All religious teachers in 126 of the 128 parish, diocesan, and private elementary and secondary schools were surveyed; 947 of the 1069 religious teachers (89%) returned usable questionnaires.

[c] See NOTES on final page of Appendix K.

Source: Special survey conducted in the Diocese of Providence.

Table 26

Training and Teaching Experience
Lay and Religious Teachers
All 37 Parish Schools in 50 Representative Parishes
Diocese of Providence
Rhode Island
1968-69

	Religious Teachers		Lay Teachers		Total	
Training	Number	Per Cent	Number	Per Cent	Number	Per Cent
0-24 college credits[a]	8	3%	4	4%	12	3%
25-49 college credits	4	1	5	5	9	2
50-75 college credits	7	2	6	5	13	3
76-99 college credits	8	3	11	10	19	5
100-119 college credits	26	9	18	16	44	10
Bachelor's degree	199	66	62	55	261	63
Master's degree	50	16	6	5	56	14
Total	302	100%	112	100%	414	100%
Years of Experience						
None[b]	11	4%	32	28%	43	10%
1-5	35	12	46	41	81	20
6-10	42	14	15	13	57	13
11-15	45	15	8	7	53	13
16-20	38	13	4	4	42	10
21-25	25	8	2	2	27	7
26-30	22	7	1	1	23	5
31-35	27	9	1	1	28	7
36-40	23	7	1	1	24	6
41 or more	34	11	2	2	36	9
Total	302	100%	112	100%	414	100%

Source: Catholic School Office, Diocese of Providence.

[a] 120 college credits are usually required for the Bachelor's degree.

[b] Had no teaching experience prior to opening of school, September, 1968.

Table 27

Number and Per Cent of Different Populations Returning Usable Questionnaires[a]
A Survey of Attitudes and Opinions Toward Alternatives in Catholic Education
Rhode Island
Fall, 1968

Populations Surveyed	Number of Questionnaires Distributed	Usable Questionnaires Returned Number	Per Cent
Lay catholics	2,830	2,076	73%
Lay teachers	451	357	78
Religious teachers	1,069	947	89
Clergy	450	204	45
Total	4,800	3,584	75

Source: Special survey conducted in the Diocese of Providence.

[a] Questionnaires were distributed to a 5% random sample of all Catholic families in each of 50 representative parishes of the 160 in the Diocese of Providence, all lay and religious teachers in 126 of the 128 parish, diocesan, and private elementary and secondary schools, and all members of the clergy.

Table 28

Selected Characteristics of Elementary and Secondary Lay Teachers[a]
A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island
Fall, 1968

	Number	Per Cent of Category
Age[c]		
Under 21	4	0.1%
21-30	207	58
31-40	51	14
41-50	51	14
51-64	27	8
Over 64	16	4
Sex[c]		
Male	122	34
Female	234	66
Marital status[c]		
Single, and not engaged	125	36
Single and engaged	25	7
Married	178	50
Widowed	16	5
Separated or divorced	8	2
Years teaching in Catholic schools[c]		
Less than one year	29	8
1 or 2 years	162	46
3 or 4 years	59	17
5 to 9 years	61	17
10 to 14 years	18	5
15 to 19 years	11	3
20 to 29 years	13	4
30 or more years	3	1

	Number	Per Cent of Category
Reasons for teaching in Catholic schools[c]		
Their significant mission	70	20%
The discipline and atmosphere of respect	115	33
Characteristics of the faculty	28	8
Characteristics of the students	34	9
Some other factor (such as neighborhood location, etc.)	55	16
I would have to leave Catholic schools for a higher salary offer elsewhere	46	13
Ever refused public school job offer[c]		
Yes	145	41
No	207	59
Catholic school conditions needing improvement[c]		
Teachers' salaries	86	25
Equipment and materials	84	24
Class size	80	23
Parental interest	30	9
Student discipline	23	7
Building space	23	7
Curriculum content	20	6
Faculty morale	4	1

Source: Special survey conducted in the Diocese of Providence.

[a] All lay teachers in 126 of the 128 parish, diocesan, and private elementary and secondary schools were surveyed; 357 of the 451 lay teachers (78%) returned usable questionnaires.

[c] See NOTES on final page of Appendix K.

Table 29

Site and Building Conditions in 26 Representative Catholic Schools[a]
Parish, Diocesan, and Private Elementary and Secondary Facilities[b]
Rhode Island
Fall, 1968

Features Evaluated	Number of Schools Scoring on School Site and Facilities Rating Scale[c]					Average score for feature evaluated
	5 Superior	4 Excellent	3 Good	2 Fair	1 Poor	
Site location	1	6	4	13	2	2.7
Site area and condition	1	7	6	10	2	3.2
Basic plan features	1	2	15	5	3	3.1
Exterior condition	0	7	15	4	0	3.1
Interior condition	0	5	13	6	2	2.8
Structural condition	0	2	18	5	1	2.8
General classrooms	0	5	8	10	3	2.6
Special classrooms	0	3	1	6	7	1.3
Library	1	2	15	5	3	2.7
Physical education, food service, auditorium	0	5	7	6	5	2.2
Administrative services	2	4	12	6	2	3.1
Toilets and custodial	0	6	11	6	2	2.8
Storage space	3	2	10	10	1	2.8
Furniture and equipment	0	6	13	6	1	2.9
Lighting and electrical	0	12	6	7	1	2.9
Heating and ventilating	1	3	8	11	3	2.5
Safety and security	1	5	12	5	3	2.8
Flexibility	0	1	1	12	12	1.7
Adaptability and expandability	0	1	8	6	11	2.0
Life expectancy	0	8	9	7	2	2.9
OVERALL RATING						
Number of schools			8	15	3	
Average age of schools in years			13	48	94	
Percent of total enrollment in each rating category			40	31	29	
Number of schools enrolling less than 300 students			3	5	3	

Source: A special on-site survey of a representative sample of all Catholic schools, Diocese of Providence.

[a] The 26 schools were selected randomly from a Diocesan listing and representativeness was confirmed by Church officials.

[b] The total sample includes 17 parish elementary schools, 1 parish secondary school, 1 Diocesan elementary school, 3 Diocesan secondary schools, 2 private elementary schools, and 2 private secondary schools.

[c] Developed by Dr. Paul W. Seagers, Professor Education, School of Education, Indiana University.

Table 30

Total Value of Physical Plant[a]
All Catholic Parish Elementary Schools and All Catholic Diocesan High Schools
Rhode Island
1968

	All Catholic Parish Elementary Schools[b]		All Catholic Diocesan High Schools[c]	
	Appraised Sound Value	Appraised Sound Value Per Pupil Enrolled in September, 1968[e]	Appraised Sound Value	Appraised Sound Value Per Pupil Enrolled in September, 1968[e]
Buildings	$35,162,548	$ 1,025	$ 5,993,629	$ 1,852
Architects' fees	2,237,155	65	391,246	121
Fixed fixtures	1,759,515	51	302,648	93
Total	39,159,218	1,141	6,687,523	2,066
Current inventory	2,149,303	63	457,904	141
Grand Total	41,308,521	1,204	7,145,427	2,207

Source: Appraisal of school buildings for insurance purposes by an industrial appraisal company.

[a] Values were calculated excluding the following: excavation and filling, foundations below lowest basement floor, and underground sewerage piping and wiring. In a few cases the value of a church building or a parish hall has been included with a parish elementary school because separate school values were not available, but these amounts have been approximately offset by the exclusion of a few elementary school buildings which had been appraised only in combination with high school buildings and whose values could not be isolated. Missing appraisals for two of seven diocesan high schools were estimated by assuming values to be similar to those in the five other high schools.

[b] Usually grades 1-8. [c] Usually grades 9-12.

[d] Appraised "sound value" is "sound insurable value", defined as "cost of new reproduction, less depreciation". Sound value is not to be confused with market value or sale price, which may be lower than sound value.

[e] In September, 1968, total parish elementary schools (usually grades 1-8) enrollment was 34,316 and total diocesan high school (usually grades 9-12) enrollment was approximately 3,240.

Table 31

Catholic Parish Elementary School Curricula
and Time Distribution Recommended by Diocese of Providence
Rhode Island

	Weekly Distribution of Time					
	Grades					
Curricula	1	2	3	4	5	6
Opening and closing	125	125	125	85	80	80
Language arts	905	880	805	585	585	565
Arithmetic	125	125	200	200	200	225
Social studies	-	-	-	150	150	150
Science	-	-	-	90	90	90
Foreign language	120	120	120	150	150	150
Art	60	60	60	60	60	60
Music	65	90	90	90	90	90
Physical education	90	90	90	90	90	90
Religion	150	150	150	150	150	150
Total	1,640	1,640	1,640	1,650	1,645	1,650

Source: Catholic School Office, Diocese of Providence.

Table 32

Program Offerings
Catholic Secondary Schools
Rhode Island
Fall, 1968

	Number of Schools N=19	Boys Schools	Girls Schools
College Preparatory	8	6	2
College Preparatory and General	2[a]	1	1
College Preparatory and Business	3	0	3
College Preparatory, General, and Business	4	0	4
General	2	0	2

Source: Special survey of Catholic secondary schools, September, 1968. Of the 22 schools, 19 replied to the questionnaire.

[a] One is a new school that intends to provide a college preparatory program in the near future.

Table 33

Faculty Assignment and Scheduling Practices
Catholic Secondary Schools
Rhode Island
Fall, 1968

	Number of Parish Schools N=2	Number of Diocesan Schools N=7	Number of Private Schools N=10	Total Number of Schools N=19
Number of teaching periods per faculty member				
4			1	1
5		5	7	12
6	2	2	1	5
4-7			1	1
Other assigned periods per faculty member				
0		3		3
1/2		1		1
1		2	7	9
2	2	1	1	4
4			1	1
various			1	1
Length of school day (in hours)				
6	2	6	5	13
6 1/2		1	4	5
6 3/4			1	1
Number of periods per day				
5			2	2
6		4	1	5
7	1	3	3	7
8	1		4	5

Source: Special survey of Catholic secondary schools, September, 1968. Of the 22 schools, 19 replied to the questionnaire.

Table 34

Post Secondary Direction of Catholic High School Graduates
11 (of 22) Schools Reporting for 1962 and 1967
Rhode Island
Fall, 1968

	1962		1967	
	Number	Per Cent	Number	Per Cent
Boy Graduates				
To Catholic colleges	184	35%	197	21%
To private colleges	115	22	166	18
To public colleges	107	20	321[a]	35[a]
Entered religious life	21	4	56	6
Other	90	17	179	19
Sub-total	517		919	
Girl Graduates				
To Catholic colleges	96	15%	129	17%
To private colleges	119	18	139	18
To public colleges	88	13	171[a]	23[a]
Entered religious life	39	6	22	3
Other	313	48	296	39
Sub-total	655		757	
TOTAL	1172		1676	

Source: Questionnaires sent to and returned by Rhode Island Catholic high school principals, September, 1968. 11 out of 22 (50%) responded.

[a] Growth associated with the opening of Rhode Island Junior College.

Table 35

Enrollment by Type of Catholic School
Rhode Island

	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
Total number of schools	110	116	123	124	126	128	NA	132	135	134	127
Elementary	92	97	103	103	105	107	110	110	112	111	105
Private	6	6	8	8	8	8	8	8	8	8	8
Diocesan	1	1	1	1	1	1	1	1	1	1	1
Parish	85	90	94	94	96	98	101	101	103	102	96
Secondary	18	19	20	21	21	21	NA	22	23	23	22
Private	7	8[a]	9[b]	10[c]	10	10	NA	11[d]	12[e]	12	11[f,g]
Diocesan	8	8	8	8	8	8	NA	8	8	8	8
Parish	3	3	3	3	3	3	NA	3	3	3	3
Total enrollment	45,486	46,713	48,328	48,512	48,672	49,297	48,648	47,524	46,912	45,166	42,437
Elementary enrollment	38,741	39,712	40,704	40,537	40,466	40,657	40,483	39,251	38,839	37,272	34,404
Private	2,173	2,206	2,369	2,308	2,346	2,431	NA	2,407	2,416	2,199	1,983
Diocesan	424	437	387	344	343	337	NA	318	301	291	254
Parish	36,144	37,069	37,948	37,885	37,777	37,889	NA	36,526	36,122	34,782	32,167
Secondary enrollment	6,745	7,001	7,624	7,975	8,206	8,640	8,165	8,273	8,073	7,894	8,033
Private	2,871	3,207	3,215	4,117	4,147	4,307	NA	4,119	4,109	4,097	4,069
Diocesan	3,271	3,178	3,211	3,261	3,415	3,641	NA	3,493	3,337	3,179	3,401
Parish	603	616	601	597	644	692	NA	661	627	618	563
Enrollment as % of 1959-60 enrollment											
Total	97%	100%	103%	104%	104%	106%	104%	102%	100%	97%	91%
Elementary	98	100	102	102	102	102	102	99	98	94	87
Private	99	100	107	105	106	110	NA	109	110	100	90
Diocesan	97	100	89	79	78	77	NA	73	69	67	58
Parish	98	100	102	102	102	102	NA	99	97	94	87
Secondary	96	100	109	114	117	123	117	118	115	113	115
Private	90	100	100	128	129	134	NA	128	128	128	127
Diocesan	103	100	101	103	107	115	NA	110	105	100	107
Parish	98	100	98	97	105	112	NA	107	102	100	91

Source: Total School Population Summary, annual issues 1958-59 to 1968-69, Catholic School Office, Diocese of Providence.

[a] Bishop Hendricken High School opened in 1959-60.

[b] Portsmouth Priory High School reported its enrollment for the first time in 1960-61.

[c] St. Philomena High School opened in 1961-62.

[d] Our Lady of Fatima High School opened in 1965-66.

[e] Prout Memorial High School opened in 1966-67.

[f] St. Charles High School closed at the end of 1967-68.

[g] 5 of the 11 are combined elementary and secondary schools.

Table 36

Three[a] Selected Catholic Private Schools[b]
Rhode Island

	1958-59	1963-64	1965-66	1966-67	1967-68
Total revenue	$ 788,871	$1,226,739	$1,342,605	$1,294,418	$1,315,402
Tuition[c]	702,066	986,416	1,084,677	1,011,399	1,002,437
Other	79,687	204,967	224,066	210,633	234,846
Taken from savings	7,118	270	3,360	6,100	0
Subsidy[d]	0	35,086	30,502	66,286	78,119
Total revenue as %	100%	100%	100%	100%	100%
Tuition[c]	89	80	81	78	76
Other	10	17	17	16	18
Taken from savings	1	0	0	0	0
Subsidy[d]	0	3	2	5	6
Total expenditure[e]	$ 778,526	$1,232,097	$1,352,814	$1,294,438	$1,299,902
Debt payment[f]	244,714	463,829	522,826	380,258	261,317
Principal	65,000	152,000	200,000	218,000	228,980
Interest	54,015	42,388	29,724	18,468	32,337
Put into savings	0	0	0	0	56,764
Tuition charges per pupil[c]					
Day					
Range	$ 160-180	$ 170-215	$ 215-850	$ 240-850	$ 290-900
Average	170	275	300	350	350
Boarding[g]					
Range	$ 1020	$1400-1430	$1440-1650	$1440-1650	$1840-1850
Average	1020	1425	1500	1500	1845
Total teachers' salaries[i]	$ 158,500	$ 172,100	$ 269,600	$ 323,400	$ 333,700
Religious teachers' salaries[i]	120,500	113,300	156,800	176,400	174,000
Lay teachers' salaries[h,i]	38,000	58,800	112,800	147,000	159,700
Total enrollment	2,129	2,173	2,152	1,955	1,972
Total number of teachers[j]	85	105	104	108	107
Religious[j]	77	81	83	81	79
Lay[j]	8	24	21	27	28
Enrollment as % of 1958-59 enrollment	100%	102%	101%	92%	93%
Number of teachers as % of 1958-59 teachers	100%	124%	122%	127%	126%
Typical class size[k]	33	34	34	32	32
Pupil/teacher ratio	25/1	21/1	21/1	18/1	18/1
% Lay teachers	9%	23%	20%	25%	26%
Lay salaries as % of salaries[i]	24%	34%	42%	45%	48%

Source: Special survey of 3 out of 19 private schools owned and operated by Catholic religious orders. (5 of the 19 are combined elementary and secondary schools.) See Appendix F for list. Some data are estimated.

[a] One school is considerably larger than one of the others and somewhat larger than the other one. Consequently its data tend to dominate this table.

[b] The three schools represent a range in grades operated, in enrollment, in pupil/teacher ratio, in proportion of lay teachers, in tuition rates, and in other respects. Combining data for the three schools submerges certain important distinctions, such as differences between elementary and high schools in class size and consequently in costs per pupil, but combining the data does serve to give a picture of "average" private school characteristics. For the difficulties in generalizing about private schools at all, see the discussion of independent schools in this report.

[c] Annual tuition charge. Includes fixed fees which all pupils must pay.

[d] In some cases the cash subsidy is from the religious house associated directly with the school; in some cases it is from the headquarters Provincial House of the religious order. Because of the very close financial relationship between every religious house and its Provincial House, both as to revenue and as to expenditure, it is probably not important to distinguish between the two sources.

[e] There is not enough consistency in the way expenses are classified by the three high schools to allow a breakdown. Capital expenses are not recorded separately, for example; moreover, major amounts are customarily paid by the Provincial House and do not show in the high school accounts. Thus the data shown in the table underestimate somewhat the actual cost of conducting the schools.

[f] The Provincial House of the religious order customarily owns the building and carries the debt on it. Thus in some cases the school makes debt payments to the Provincial House, which in turn pays the debt on the building.

[g] 1958-59 data are available for only one of the two boarding schools.

[h] In one school where the nuns are not salaried but instead the support of the religious house is made a part of general school expense, "salaries" were assumed to be at the rate of $2,500 per year for 1958-59, 1963-64, and 1965-66; and $3,000 per year for 1966-67 and 1967-68. This assumption was based on a similar allocation in another school.

[i] 1958-59 and 1963-64 data are available for only two schools. All data are approximate.

[j] 1958-59 data are available for only two schools.

[k] Typical size of classes in English, social studies, mathematics, science, and foreign languages. Figures are larger than pupil/teacher ratios, reflecting the presence of non-classroom specialists such as guidance counselors who reduce pupil/teacher ratio but not class size, and reflecting smaller classes in non-academic subjects.

Table 37

Three[a] Selected Catholic Diocesan High Schools[b]
Rhode Island

	1958-59[c]	1963-64	1965-66	1966-67	1967-68
Total revenue	$327,125	$543,287	$612,956	$644,770	$692,446
Tuition	210,295	429,846	463,765	515,853	485,243
Other school revenue	116,830	107,111	97,247	78,856	71,202
Taken from savings	0	6,330	51,944	50,061	24,860
Diocesan subsidy[d]	0	0	0	0	111,141
Total revenue as %	100%	100%	100%	100%	100%
Tuition	64	79	76	80	70
Other school revenue	36	20	16	12	10
Taken from savings	0	0	8	8	4
Diocesan subsidy[d]	0	0	0	0	16
Total expenditure[e]	$316,171	$509,051	$602,257	$644,770	$692,446
Put into savings	10,954	34,889	0	0	0
Tuition charges per pupil per year[f]					
Range	$ 150	$150-300	$200-400	$200-400	$200-400
Average	150	200	250	250	250
Total teachers' salaries[g]	$163,040	$274,750	$341,550	$368,350	$393,350
Religious teachers' salaries[g]	8,700	67,950	64,550	63,850	63,250
Lay teachers' salaries[g]	154,340	206,800	277,000	304,500	330,100
Total enrollment	1,750	2,158	2,219	2,115	2,028
Total number of teachers	78	96	98	98	98
Religious	45	53	50	49	49
Lay	33	43	48	49	49
Enrollment as % of 1958-59 enrollment	100%	123%	127%	121%	116%
Number of teachers as % of 1958-59 teachers	100%	123%	126%	126%	126%
Typical class size[h]	40	38	37	37	35
Pupil/teacher ratio	22/1	22/1	23/1	22/1	21/1
% Lay teachers	42%	45%	49%	50%	50%
Lay salaries as % of total salaries[g]	95%	75%	81%	83%	84%

Source: Special survey of 3 out of 9 Diocesan high schools. See Appendix F for list. (The 3 parish high schools were not surveyed.) Some data are estimated.

[a] One school is so much larger than the other two that its data dominate this table.

[b] Grades 9-12.

[c] Most 1958-59 data are for only two high schools. Some 1958-59 data are for only one.

[d] A Diocesan subsidy of $177,612 for 1967-68 and 1968-69 was allocated as follows: $111,141 (shown in table) to cover actual 1967-68 deficit; $66,471 (not shown) toward expected 1968-69 deficit. (An additional $50,000 was given to the schools during 1968-69, for a total subsidy of $116,471 for these three schools during 1968-69. More may be needed by the end of the year.)

[e] There is not enough consistency in the way expenses are classified by the three high schools to allow a breakdown. Capital expenses are not recorded separately, for example; moreover, major capital expenses are paid by the Diocese directly and thus do not show in the high school accounts. Debt payments are handled similarly. Thus the data shown in the table underestimate somewhat the actual cost of conducting the schools.

[f] Reduced tuition for additional children from the same family are not reported here. Fixed fees, which average about $10 per year, are not reported here.

[g] Approximate.

[h] Typical size of classes in English, social studies, mathematics, science, and foreign languages. Figures are larger than pupil/teacher ratios, reflecting the presence of non-classroom specialists such as guidance counselors who reduce pupil/teacher ratio but not class size, and reflecting smaller classes in non-academic subjects.

Table 38

Religious and Lay Teachers by Type of School[a]
Rhode Island
1968-69

Type of School	Religious Teachers Number	Religious Teachers Per Cent	Lay Teachers Number	Lay Teachers Per Cent	Number of Pupils	Pupil/Religious-Teacher Ratio
Private	254	73%	95	27%	6,052	24/1
Diocesan	108	62	67	38	3,655	34/1
Parish	764	71	309	29	32,730	43/1
Total	1126	71%	471	29%	42,437	38/1

Source: Total School Population Summary, 1968-69, and other records, Catholic School Office, Diocese of Providence.

[a] 1968-69 data were not available for two schools and 1967-68 data were used instead.

Table 39

Number of Catholic Schools
Rhode Island
1968-69

Type of School	Elementary	Secondary	Total
Private	9	11	18
Diocesan	1	8	9
Parish	96	3	99
Total	106	22	128
Number of Parishes			160

Source: Catholic School Office, Diocese of Providence.

Table 40

List of 15 Catholic Parishes
Representative of Those Operating Parish Elementary Schools
Rhode Island

Grades Operated and Enrollment

Parish	1959-60 Grades	1959-60 Pupils	1964-65 Grades	1964-65 Pupils	1966-67 Grades	1966-67 Pupils	1967-68 Grades	1967-68 Pupils	1968-69 Grades	1968-69 Pupils
Assumption, Providence	1-9	646	1-9	374	1-9	297	1-9	278	1-9	267
Blessed Sacrament, Providence	1-9	800	1-8	927	1-8	788	1-8	777	1-8	527
Immaculate Conception, Westerly	1-9	461	1-9	291	1-8	284	1-8	285	1-8	280
Our Lady of Mercy, East Greenwich	1-8	686	1-8	655	1-8	618	1-8	576	1-8	541
Sacred Heart, Central Falls	1-12	658	1-12	666	1-12	681	1-12	687	1-12	656
St. Ambrose's, Albion (Lincoln)	1-8	79	1-8	90	1-8	90	1-8	90	1-4	48
St. Cecilia's, Pawtucket	1-9	720	1-9	690	1-9	623	1-9	589	1-8	532
St. Edward's, Providence	1-8	290	1-8	300	K-8	303	K-8	315	K-8	320
St. Joseph's, Woonsocket	1-8	620	1-8	620	1-8	570	1-8	543	1-8	519
St. Luke's, West Barrington	0[a]	0[a]	1-8	300	1-8	272	1-8	243	1-8	248
St. Mary's, Providence	1-8	630	1-8	596	1-8	358	1-8	315	1-8	321
St. Paul's, Cranston	NA[b]	NA[b]	1-8	645	1-8	645	1-8	645	1-8	650
SS. Peter & Paul, Phenix	1-8	260	1-8	260	1-8	260	1-8	263	1-8	257
St. Philip's, Greenville	1-8	370	1-8	370	1-8	370	1-8	370	1-8	330
St. Teresa's, Pawtucket	1-9	848	1-9	824	1-9	832	1-9	820	1-9	768

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] No school operated in 1959.

[b] Not available.

Table 41

Enrollment, Lay Teachers and Total Faculty
15 Representative Catholic Parish Elementary Schools[a]
Rhode Island

Parishes by demographic type	1959-60	1964-65	1966-67	1967-68	1968-69
Urban central city (8)[b]					
Enrollment	4602	5022	4527	4426	4041
Lay teachers	7	18	24	31	36
Total faculty	119	132	126	126	125
Suburban and small urban (7)[c]					
Enrollment	2476	2586	2464	2370	2223
Lay teachers	3	9	14	16	20
Total faculty	66	74	73	74	72
Parishes by income level					
High (5)[c]					
Enrollment	1395	1675	1610	1542	1424
Lay teachers	2	7	9	11	13
Total faculty	38	47	47	48	46
Middle (5)[b]					
Enrollment	2659	3070	2954	2882	2749
Lay teachers	1	9	13	17	21
Total faculty	66	83	81	81	80
Low (5)					
Enrollment	3024	2863	2427	2372	2091
Lay teachers	4	10	15	19	22
Total faculty	81	76	71	71	71
Total for 15 parishes					
Enrollment	7078	7608	6991	6796	6264
Lay teachers	7	26	37	47	56
Total faculty	185	206	199	200	197

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.
[a] Usually grades 1-8 (includes one school with grades 1-12). [b] 1959 data not available for one parish.
[c] 1959 data missing for one parish which had no school in that year.

Table 42

Changes in Enrollment, Pupil/Teacher Ratio, and Per Cent Lay Teachers
15 Representative Catholic Parish Elementary Schools[a]
Rhode Island

Parishes by demographic type	1959-60	1964-65	1966-67	1967-68	1968-69
Urban central city (8)[b]					
Enrollment as % of 1959-60 enrollment	100	109	98	96	88
Pupil/teacher ratio	39/1	38/1	36/1	35/1	32/1
Per cent lay teachers on faculty	6	14	19	25	29
Suburban and small urban (7)[c]					
Enrollment as % of 1959-60 enrollment	100	104	100	96	90
Pupil/teacher ratio	38/1	35/1	34/1	32/1	31/1
Per cent lay teachers on faculty	5	12	19	21	27
Parishes by income level					
High (5)[c]					
Enrollment as % of 1959-60 enrollment	100	120	115	111	102
Pupil/teacher ratio	37/1	36/1	34/1	32/1	31/1
Per cent lay teachers on faculty	5	15	19	23	28
Middle (5)[b]					
Enrollment as % of 1959-60 enrollment	100	115	111	108	103
Pupil/teacher ratio	40/1	37/1	36/1	36/1	34/1
Per cent lay teachers on faculty	2	11	16	21	26
Low (5)					
Enrollment as % of 1959-60 enrollment	100	95	80	78	69
Pupil/teacher ratio	37/1	38/1	34/1	33/1	29/1
Per cent lay teachers on faculty	5	13	21	27	31
Total for 15 parishes					
Enrollment as % of 1959-60 enrollment	100	107	99	96	88
Pupil/teacher ratio	38/1	37/1	35/1	34/1	32/1
Per cent lay teachers on faculty	4	13	19	24	28

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.
[a] Usually grades 1-8 (includes one school with grades 1-12). [b] 1959-60 data not available for one parish.
[c] 1959-60 data missing for one parish which had no school in that year.

Table 43

Reporting of School and Parish Revenues and Expenditures to the Chancellor, Diocese of Providence
15 Representative Catholic Parishes Operating Elementary Schools
Rhode Island

	1964	1966	1967	1968
Total school revenue[a]				
Reported to Chancellor	$181,400	$163,174	$145,921	$214,774
Reported to field interviewers	166,770	259,989	260,308	310,021
Chancery report as % of field report	109%	63%	56%	69%
Number of parishes reporting same amount to both	5	5	5	6
Total school expenditure				
Reported to Chancellor	$482,973	$485,544	$510,229	$665,129
Reported to field interviewers	501,829	595,536	638,354	759,311
Chancery report as % of field report	96%	82%	80%	88%
Number of parishes reporting same amount to both	6	6	4	6
Total parish expenditure[b]				
Reported to Chancellor	$2,497,814	$2,113,096	$2,353,574	$2,228,582
Reported to field interviewers	2,136,259	1,998,315	2,340,942	2,255,513
Chancery report as % of field report	117%	106%	100%	99%
Number of parishes reporting same amount to both	10	9	12	10

Source: Chancellor, Diocese of Providence; and special survey of a 14% sample of parishes operating schools.

[a] One parish could not separate school and parish revenue.

[b] N. B. These figures differ from net total parish expenditure reported in some other tables.

Table 44

Sources of Parish School Revenue[a]
14[b] Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959 $	1959 %	1964 $	1964 %	1966 $	1966 %	1967 $	1967 %	1968 $	1968 %
Urban central city (7)[d]										
Tuition	$ 47,329	21%	$ 89,551	26%	$ 92,157	22%	$ 89,752	20%	$102,476	20%
Other school revenue	34,501	15	44,026	13%	58,811	14	47,508	11	67,840	13
Parish contribution	142,157	63	204,976	61	272,474	64	313,275	70	332,363	66
Suburban & small urban (7)[d,e]										
Tuition	12,215	10	35,862	18	37,703	18	56,266	23	70,711	28
Other school revenue	43,481	36	62,117	33	82,366	38	77,289	32	68,489	27
Parish contribution	63,693	53	91,297	48	94,134	44	108,710	45	117,432	46
Parishes by income level										
High (5)[d,e]										
Tuition	5,015	9	24,662	19	23,358	17	36,383	23	52,364	31
Other school revenue	38,981	66	57,417	45	74,366	54	67,299	43	59,489	35
Parish contribution	14,686	25	45,497	36	38,979	29	54,351	34	56,845	34
Middle (4)[d]										
Tuition	16,084	13	28,400	13	29,845	12	33,025	12	33,790	11
Other school revenue	4,500	4	16,533	8	25,604	10	19,857	7	18,354	6
Parish contribution	99,689	83	167,194	79	201,731	78	211,971	80	248,676	83
Low (5)										
Tuition	38,445	23	72,351	38	76,657	31	76,610	28	87,033	30
Other school revenue	34,501	21	32,193	20	41,207	17	37,651	14	58,486	20
Parish contribution	91,475	56	83,582	42	125,898	52	155,653	58	144,274	50
Total for 14 parishes[f]										
Tuition	59,544	17	125,413	24	129,860	20	146,018	21	173,187	23
Other school revenue	77,982	23	106,143	20	141,177	22	124,797	18	136,329	18
Parish contribution	205,850	60	296,273	56	366,608	57	421,985	61	449,795	59

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] All financial data are for calendar year. [b] Missing from this Table is one parish which could not supply any school revenue data. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] 1959 data do not exist for one parish which had no school in that year. [f] 1959 data are for only 11 parishes.

Table 45

Total School Revenue and Total School Expenditure[a]
14[b] Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964	1966	1967	1968
Urban central city (7)[d]					
Total school revenue	$ 81,830	$133,577	$150,968	$137,260	$170,316
Total school expenditure	223,987	338,553	423,442	450,535	502,679
Revenue as % of expenditure	37%	39%	36%	30%	34%
Suburban and small urban (7)[d,e]					
Total school revenue	55,696	97,979	120,069	133,555	139,200
Total school expenditure	119,389	189,276	214,203	242,265	256,632
Revenue as % of expenditure	47%	52%	56%	55%	54%
Parishes by income level					
High (5)[d,e]					
Total school revenue	43,996	82,079	97,724	103,682	111,853
Total school expenditure	58,682	127,576	136,703	158,033	168,698
Revenue as % of expenditure	75%	64%	71%	66%	66%
Middle (4)[d]					
Total school revenue	20,584	44,933	55,449	52,882	52,144
Total school expenditure	120,273	212,127	257,180	264,853	300,820
Revenue as % of expenditure	17%	21%	22%	20%	17%
Low (5)					
Total school revenue	72,946	104,544	117,864	114,261	145,519
Total school expenditure	164,421	188,126	243,762	269,914	289,793
Revenue as % of expenditure	44%	56%	48%	42%	50%
Total for 14 parishes[f]					
Total school revenue	137,526	231,556	271,037	270,815	309,516
Total school expenditure	343,376	527,829	637,645	692,800	759,311
Revenue as % of expenditure	40%	44%	43%	39%	41%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] All financial data are for calendar year. [b] Missing from this Table is one parish which could not supply any school revenue data. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] 1959 data do not exist for one parish which had no school in that year. [f] 1959 data are for only 11 parishes.

Table 46

Total School Revenue and School Operating Expenditure[a]
14[b] Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964	1966	1967	1968
Urban central city (7)[d]					
Total school revenue	$ 81,830	$133,577	$150,968	$137,260	$170,316
School operating expenditure	196,357	271,798	347,056	335,427	397,079
Revenue as % of expenditure	42%	49%	43%	41%	43%
Suburban and small urban (7)[d,e]					
Total school revenue	55,696	97,979	120,069	133,555	139,200
School operating expenditure	103,878	188,276	213,203	234,665	249,632
Revenue as % of expenditure	54%	52%	56%	57%	56%
Parishes by income level					
High (5)[d]					
Total school revenue	43,996	82,079	97,724	103,682	111,853
School operating expenditure	51,671	127,576	136,703	152,033	168,698
Revenue as % of expenditure	85%	64%	71%	68%	66%
Middle (4)[d]					
Total school revenue	20,584	44,933	55,449	52,882	52,144
School operating expenditure	84,143	144,372	179,794	191,145	210,220
Revenue as % of expenditure	24%	31%	31%	28%	25%
Low (5)					
Total school revenue	72,946	104,544	117,864	114,261	145,519
School operating expenditure	164,421	188,126	243,762	226,914	267,793
Revenue as % of expenditure	44%	56%	48%	50%	54%
Total for 14 parishes[f]					
Total school revenue	137,526	231,556	271,037	270,815	309,516
School operating expenditure	300,235	460,074	560,259	570,092	646,711
Revenue as % of expenditure	46%	50%	48%	48%	48%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] All financial data are for calendar year. [b] Missing from this Table is one parish which could not supply any school revenue data. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] 1959 data do not exist for one parish which had no school in that year. [f] 1959 data are for only 11 parishes.

Table 47

Tuition and Total School Revenue[a]
14[b] Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964	1966	1967	1968
Urban central city (7)[d]					
Tuition	$47,329	$89,551	$92,157	$89,752	$102,476
Total school revenue	81,830	133,577	150,968	137,260	170,316
Tuition as % of revenue	58%	67%	61%	65%	60%
Suburban and small urban (7)[d,e]					
Tuition	12,215	35,862	37,703	56,266	70,711
Total school revenue	55,696	97,979	120,069	133,555	139,200
Tuition as % of revenue	22%	37%	31%	42%	51%
Parishes by income level					
High (5) [d,e]					
Tuition	5,015	24,662	23,358	36,383	52,364
Total school revenue	43,996	82,079	97,724	103,672	111,853
Tuition as % of revenue	11%	30%	24%	35%	47%
Middle (4)[d]					
Tuition	16,084	28,400	29,845	33,025	33,790
Total school revenue	20,584	44,933	55,449	52,882	52,144
Tuition as % of revenue	78%	68%	54%	62%	65%
Low (5)					
Tuition	38,445	72,351	76,657	76,610	87,033
Total school revenue	72,946	104,544	117,864	114,261	145,519
Tuition as % of revenue	53%	69%	65%	67%	60%
Total for 14 parishes[f]					
Tuition	59,544	125,413	129,860	146,018	173,187
Total school revenue	137,526	231,556	271,037	270,815	309,516
Tuition as % of revenue	43%	54%	48%	54%	56%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated. [a]All financial data are for calendar year. [b]Missing from this table is one parish which could not supply school revenue data. [c]Usually grades 1-8 (includes one school with grades 1-12). [d]1959 data not available for one parish. [e]1959 data do not exist for one parish which had no school in that year. [f]1959 data are for only 11 parishes.

Table 48

Average Tuition Charge[a]
14[b] Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964	1966	1967	1968
Urban central city (7)[d]	$10	$18	$20	$21	$25
Suburban and small urban (7)[d,e]	5	14	15	24	32
Parishes by income level					
High (5)[d,e]	4	15	15	24	37
Middle (4)[d]	6	9	10	11	12
Low (5)	13	25	32	32	42
Total for 14 parishes[f]					
Average tuition charge	8	16	19	22	28

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a]All financial data are for calendar year.

[b]Missing from this table is one parish which could not supply school revenue data.

[c]Usually grades 1-8 (includes one school with grades 1-12).

[d]1959 data not available for one parish.

[e]1959 data do not exist for one parish which had no school in that year.

[f]1959 data are for only 11 parishes.

Table 49

Total School Revenue and Net[a] Total Parish Revenue[b]
15 Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[h]	1964[i]	1966	1967	1968
Urban central city (8)[d]					
Total school revenue[e]	$ 81,830	$ 133,577	$ 150,968	$ 137,260	$ 170,316
Net total parish revenue	NA[j]	1,080,372	1,192,338	1,231,359	1,277,621
School rev. as % of parish rev.[f]	NA	15%	15%	14%	17%
Suburban and small urban (7)[d,g]					
Total school revenue	55,696	97,979	120,069	133,555	139,200
Net total parish revenue	NA	650,223	835,152	768,317	787,526
School rev. as % of parish rev.[f]	NA	15%	14%	17%	18%
Parishes by income level					
High (5)[d,g]					
Total school revenue	43,996	82,079	97,724	103,682	111,853
Net total parish revenue	NA	454,504	598,609	532,221	572,075
School rev. as % of parish rev.[f]	NA	18%	16%	19%	20%
Middle (5)[d]					
Total school revenue[e]	20,584	44,933	55,449	52,882	52,114
Net total parish revenue	NA	610,836	718,068	771,236	794,444
School rev. as % of parish rev.[f]	NA	10%	11%	10%	10%
Low (5)					
Total school revenue	72,946	104,544	117,864	114,261	145,519
Net total parish revenue	NA	665,255	710,813	696,219	698,628
School rev. as % of parish rev.[f]	NA	16%	17%	16%	21%
Total for 15 parishes[h]					
Total school revenue[e]	137,526	231,556	271,037	270,815	309,516
Net total parish revenue	NA	1,730,595	2,027,490	1,999,676	2,065,147
School rev. as % of parish rev.[f]	NA	15%	15%	16%	17%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] Excludes all funds collected for and transmitted to Diocese. The amounts shown were available to spend within the parishes. [b] All financial data are for calendar year. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] One parish which could not supply any school revenue data is missing from this line. [f] Based not on Net total parish revenue as given in this table but as reduced for one parish which could not supply school revenue data. [g] 1959 data do not exist for one parish which had no school in that year. [h] 1959 data are for only 11 parishes. [i] Excludes bank loans totalling $444,300 which two parishes used for new construction in 1964. These loans are also excluded from Net Total Parish Expenditure table. [j] Not available.

Table 50

Total School Expenditure and Net[a] Total Parish Expenditure[b]
15 Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964[h]	1966	1967	1968
Urban central city (8)[d]					
Total school expenditure	$223,987	$338,553	$423,442	$450,535	$502,679
Net total parish expenditure	NA[g]	1,086,609	1,096,116	1,290,864	1,285,069
School exp. as % of parish exp.	NA	31%	37%	35%	39%
Suburban and small urban (7)[d,e]					
Total school expenditure	119,389	189,276	214,203	242,265	256,632
Net total parish expenditure	NA	668,656	806,823	812,885	701,286
School exp. as % of parish exp.	NA	28%	27%	30%	37%
Parishes by income level					
High (5)[d,e]					
Total school expenditure	58,682	127,576	136,703	158,033	168,698
Net total parish expenditure	NA	449,675	575,654	576,958	497,038
School exp. as % of parish exp.	NA	28%	24%	27%	34%
Middle (5)[d]					
Total school expenditure	120,273	212,127	257,180	264,853	300,820
Net total parish expenditure	NA	670,312	706,304	811,359	775,374
School exp. as % of parish exp.	NA	32%	36%	33%	39%
Low (5)					
Total school expenditure	164,421	188,126	243,762	269,914	289,793
Net total parish expenditure	NA	635,278	620,981	715,432	713,943
School exp. as % of parish exp.	NA	30%	40%	38%	41%
Total for 15 parishes[f]					
Total school expenditure	343,376	527,829	637,645	692,800	759,311
Net total parish expenditure	NA	1,755,265	1,902,939	2,103,749	1,986,355
School exp. as % of parish exp.	NA	30%	34%	33%	38%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] Excludes all funds collected for and transmitted to Diocese. The amounts shown were available to spend within the parishes. [b] All financial data are for calendar year. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] 1959 data do not exist for one parish which had no school in that year. [f] 1959 data are for only 12 parishes. [g] Not available. [h] Excludes bank loans totaling $444,300 which two parishes used for new construction in 1964. These loans are also excluded from Net Total Parish Revenue table.

Table 51

Parish Net[a] Operating Expenditure Other Than for Schools[b]
15 Representative Catholic Parishes with Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959	1964	1966	1967	1968
Urban central city(8)[d]	NA	$619,064	$627,246	$698,404	$740,885
Expenditure as % of 1964	NA	100%	102%	113%	120%
Suburban and small urban (7)[d,e]	NA	$360,974	$392,881	$321,837	$297,580
Expenditure as % of 1964	NA	100%	109%	89%	82%
Parishes by income level					
High (5)[d,e]	NA	$260,693	$299,412	$228,226	$197,578
Expenditure as % of 1964	NA	100%	115%	88%	76%
Middle (5)[d]	NA	$386,193	$385,496	$430,497	$470,635
Expenditure as % of 1964	NA	100%	100%	111%	122%
Low (5)	NA	$333,152	$335,219	$361,518	$370,252
Expenditure as % of 1964	NA	100%	101%	109%	111%
Total for 15 parishes					
Total	NA	$980,038	$1,020,127	$1,020,241	$1,038,465
Expenditure as % of 1964	NA	100%	104%	104%	106%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] Excludes all funds collected for and transmitted to Diocese. The amounts shown were available to spend within the parishes.
[b] All financial data are for calendar year.
[c] Usually grades 1-8 (includes one school with grades 1-12).
[d] 1959 data not available for one parish.
[e] 1959 data do not exist for one parish which had no school in that year.
[f] Not available.

Table 52

School Operating Expenditure and Parish Net[a] Operating Expenditure[b]
15 Representative Catholic Parish Elementary Schools[c]
Rhode Island

Parishes by demographic type	1959[f]	1964	1966	1967	1968
Urban central city (8)[d]					
School operating expenditure	$196,357	$271,798	$347,056	$335,427	$397,079
Parish net operating expenditure	NA[g]	890,862	974,302	1,033,831	1,137,964
School exp. as % of parish exp.	NA	31%	36%	32%	35%
Suburban and small urban (7)[d,e]					
School operating expenditure	103,878	188,276	213,203	234,665	249,632
Parish net operating expenditure	NA	549,250	606,084	556,502	547,212
School exp. as % of parish exp.	NA	34%	35%	42%	46%
Parishes by income level					
High (5)[d,e]					
School operating expenditure	51,671	127,576	136,703	152,033	168,698
Parish net operating expenditure	NA	388,269	436,115	380,259	366,276
School exp. as % of parish exp.	NA	33%	31%	40%	46%
Middle (5)[d]					
School operating expenditure	84,143	144,372	179,794	191,145	210,220
Parish net operating expenditure	NA	530,565	565,290	621,642	680,855
School exp. as % of parish exp.	NA	27%	32%	31%	31%
Low (5)					
School operating expenditure	164,421	188,126	243,762	226,914	267,793
Parish net operating expenditure	NA	521,278	578,981	588,432	638,045
School exp. as % of parish exp.	NA	36%	42%	39%	43%
Total for 15 parishes[f]					
School operating expenditure	300,235	460,074	560,259	570,092	646,711
Parish net operating expenditure	NA	1,440,112	1,580,386	1,590,333	1,685,176
School exp. as % of parish exp.	NA	32%	35%	36%	38%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated. [a] Excludes all funds collected for and transmitted to Diocese. The amounts shown were available to spend within the parishes. [b] All financial data are for calendar year. [c] Usually grades 1-8 (includes one school with grades 1-12). [d] 1959 data not available for one parish. [e] 1959 data do not exist for one parish which had no school in that year. [f] 1959 data are for only 12 parishes. [g] Not available.

Table 53

Lay Teachers' Salaries and Total Teachers' Salaries
15 Representative Catholic Parish Elementary Schools[a]
Rhode Island

Parishes by demographic type	1959-60[d]	1964-65	1966-67	1967-68	1968-69
Urban central city (8)[b]					
Lay teachers' salaries	$ 9,400	$ 62,550	$ 99,650	$140,700	$179,250
Total teachers' salaries	91,500	180,600	220,600	257,750	291,550
Lay salaries as % of total	10%	35%	45%	54%	66%
Suburban and small urban (7)[c]					
Lay teachers' salaries	11,500	35,000	56,000	78,600	99,700
Total teachers' salaries	68,100	106,350	127,350	151,750	163,750
Lay salaries as % of total	17%	33%	44%	52%	61%
Parishes by income level					
High (5)[c]					
Lay teachers' salaries	8,000	30,000	40,000	55,100	64,700
Total teachers' salaries	42,300	76,750	85,350	99,150	104,050
Lay salaries as % of total	19%	40%	47%	56%	62%
Middle (5)					
Lay teachers' salaries	3,500	28,950	52,500	81,200	106,150
Total teachers' salaries	60,000	107,550	133,700	163,500	180,450
Lay salaries as % of total	6%	27%	39%	50%	58%
Low (5)[b]					
Lay teachers' salaries	9,400	38,600	63,150	83,000	108,100
Total teachers' salaries	57,300	102,650	128,900	146,850	170,800
Lay salaries as % of total	16%	38%	49%	57%	63%
Total for 15 parishes[d]					
Lay teachers' salaries	20,900	97,550	155,650	219,300	278,950
Total teachers' salaries	159,600	286,950	347,950	409,500	455,300
Lay salaries as % of total	13%	34%	44%	54%	61%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] Usually grades 1-8 (includes one school with grades 1-12).

[b] 1959-60 data not available for one parish.

[c] 1959-60 data do not exist for one parish which had no school in that year.

[d] 1959-60 data are for only 13 parishes.

Table 54

Total Teachers' Salaries and School Operating Expenditure
15 Representative Catholic Parish Elementary Schools
Rhode Island

Parishes by demographic type	1959-60[f]	1964-65	1966-67	1967-68	1968-69
Urban central city (8)[d]					
Total teachers' salaries	$ 91,500	$180,600	$220,600	$257,750	$291,550
School operating expenditure[b]	147,691	271,798	347,056	335,427	397,079
Salaries as % of operating exp.	62%	66%	64%	77%	73%
Suburban and small urban (7)[e]					
Total teachers' salaries	59,100	106,350	127,350	151,750	163,750
School operating expenditure[b]	103,878	188,276	213,203	234,665	249,632
Salaries as % of operating exp.	57%	56%	60%	65%	66%
Parishes by income level					
High (5)[e]					
Total teachers' salaries	33,300	76,705	85,350	99,150	104,050
School operating expenditure[b]	51,671	127,576	136,703	152,033	168,698
Salaries as % of operating exp.	64%	60%	62%	65%	62%
Middle (5)					
Total teachers' salaries[c]	60,000	107,550	133,700	163,500	180,450
School operating expenditure[b]	84,143	144,372	179,794	191,145	210,220
Salaries as % of operating exp.	71%	74%	74%	86%	86%
Low (5)					
Total teachers' salaries[c]	57,300	102,650	128,900	146,850	170,800
School operating expenditure	115,755	188,126	243,762	226,914	267,793
Salaries as % of operating exp.	50%	55%	53%	65%	64%
Total for 15 parishes[f]					
Total teachers' salaries	150,600	286,950	347,950	409,500	455,300
School operating expenditure	251,569	460,074	560,259	570,092	646,711
Salaries as % of operating exp.	60%	62%	62%	72%	70%

Source: Special survey of a 14% sample of parishes operating schools, Diocese of Providence. Some data are estimated.

[a] Usually grades 1-8 (includes one school with grades 1-12).

[b] 1959-60 expenditure data not available for one parish.

[c] 1959-60 salary data not available for one parish.

[d] 1959-60 salary data not available for two parishes.

[e] 1959-60 data do not exist for one parish which had no school in that year.

[f] 1959-60 data are for only 12 parishes.

Table 55

Family Income and Level of Education[a] of General Population in Rhode Island, 1960
Lay Catholic Family Income and Level of Education in Rhode Island, 1968
A Survey of Attitudes and Opinions Toward Alternatives in Catholic Education
Rhode Island
Fall, 1968

	General Population		Sampling of Catholic Families in 50 Representative Parishes	
	1960		1968	
Income Categories	Number	Per Cent	Number	Per Cent
Under 3,000	32,968	15%	131	06%
3,000 - 4,999	51,270	24	181	09
5,000 - 6,999	58,489	28	360	19
7,000 - 8,999	34,251	16	421	22
9,000 - 14,999	27,123	13	678	35
15,000 - 24,999	5,384	03	117	06
25,000 - and over	2,060	01	44	02
Totals	211,545	100%	1,932	99%
Level of Education				
Elementary school graduate or less	206,646	43%	486	13%
Some high school	107,711	23	848	22
High school graduate	104,117	21	1,229	32
Some college	31,947	7	760	20
4 years college or more	30,148	6	491	13
Totals	480,569	100%	3,814	100%

Source: 1968 data from special survey conducted in the Diocese of Providence. U. S. Censuses of Population and Housing: 1960, Final Report PHc (1)-122.

[a] Persons 25 years of age or older.

Table 56

Two Estimates of Catholic Family Income
Rhode Island
1968

Income Categories	Per Cent of General Population[a]	Adjusted Sampling of Catholic Families in 50 Representative Parishes[b] Number	Per Cent
Under 3,000	12%	490	18%
3,000 - 4,999	23	540	20
5,000 - 6,999	27	360	14
7,000 - 8,999	18	421	16
9,000 - 14,999	13	678	26
15,000 - 24,999	5	117	4
25,000 - and over	1	44	2
		2,650	100%

Source: 1968 data from special survey conducted in the Diocese of Providence. U. S. Censuses of Population and Houseing: 1960, Final Report PHc (1)-122.

[a] Estimated. These data were derived from the 1960 income data in T55 by assuming that 20% of the population in each income category moved up to the next category between 1960 and 1968. This is a conservative estimate which probably understates actual income.

[b] Estimated from Catholic family income data in T55 . 27% of the Catholic families surveyed did not respond to the Survey of Attitudes and Opinions and thus did not report their income. They apparently came from the lower income groups. Half of these non-respondents were assumed to have incomes under $3000 annually and half were assumed to have incomes between $3000 and $4999 annually. This is a conservative estimate which probably understates actual Catholic income.

Table 57

Per Cent of Annual Family Income Contributed to Church by Lay Catholics
A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island
Fall, 1968

Per Cent Contributed[c]	Number of Families[a]	Per Cent of Families
0 - .49%	37	2%
.50 - .99	340	18
1.00 - 1.49	328	17
1.50 - 1.99	536	28
2.00 - 2.49	0	0
2.50 - 2.99	360	19
3.00 - 3.49	153	8
3.50 - 3.99	6	0.3
4.00 - 4.49	0	0
4.50 or over	124	7
Total	1884	

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[a] A 5% random sample of all lay Catholic families in each of 50 representative parishes of the 160 in the Diocese of Providence was surveyed; 2076 of the 2830 lay Catholics (73%) returned usable questionnaires.
[c] See NOTES on final page of Appendix K.
Source: Special survey conducted in the Diocese of Providence.

Table 58

Description of the 50 Representative Parishes
Included in Survey of Catholic Attitudes and Opinions[a]
By Income Level and Demographic Type
Rhode Island
Fall, 1968

	Level of Income			
Demographic Type	Number of Low Income[b]	Number of Middle Income[b]	Number of High Income[b]	Total
Suburban and small urban	6[c]	11	15	32
Urban central city	10	4	4[c]	18
Total	16	15	19	50

Source: Special survey conducted in the Diocese of Providence.
[a] Fifty parishes were selected randomly from the 160 in the Diocese of Providence. Representativeness as to demographic type was confirmed by Diocesan officials.
[b] Defined as the upper, middle, and lower third of a representative sample of 50 parishes on the annual family income distribution generated for each parish by Item 4, Part I of the original Lay Catholic questionnaire.
[c] Four of the 6 "low income" suburban parishes are near the high end of that income category while 3 of the 4 "high income" urban parishes stand in the low half of that income category (at or below the median).

Table 59

Selected Characteristics of Lay Catholic Survey Respondents[a]

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island
Fall, 1968

Age[c]	Number	Per Cent of Category
Under 21	23	1%
21-30	250	12
31-40	556	28
41-50	618	31
51-64	432	21
Over 64	142	7
Annual family income[c]		
Less than $3,000	131	7
$3,000 - $ 4,999	181	9
$5,000 - $ 6,999	360	19
$7,000 - $ 8,999	421	22
$9,000 - $11,999	476	25
$12,000 - $14,999	202	10
$15,000 - $24,999	117	6
$25,000 or over	44	2
Weekly family contribution to church[c]		
About $1	313	16
About $2	651	33
Between $3 and $5	789	40
Between $5 and $9	174	9
$10 or more	30	2

Sex[c]	Number	Per Cent of Category
Male	855	42%
Female	1160	58
Marital status[c]		
Single, and not engaged	163	8
Single and engaged	12	1
Married	1700	84
Widowed	106	5
Separated or divorced	33	2
Level of education[c]		
Elementary school graduate or less	215	11
Some high school	405	20
High school graduate	638	32
Some college, junior college, technical or business school, or Associate degree	439	22
Bachelor's degree	210	10
Master's degree	63	3
Bachelor of Law degree	17	1
Doctoral degree	24	1

Source: Special survey conducted in the Diocese of Providence.

[a] A 5% random sample of all lay Catholic families in each of 50 representative parishes of the 160 in the Diocese of Providence was surveyed; 2076 of the 2830 lay Catholics (73%) returned usable questionnaires.

[c] See NOTES on final page of Appendix K.

Table 60

Selected Characteristics of the Clergy[a]

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island
Fall, 1968

Age[c]	Number	Per Cent of Category
Under 21	0	0%
21-30	37	18
31-40	44	22
41-50	51	25
51-64	49	24
Over 64	22	11
Major emphasis of work[c]		
Parish work	165	81
Other diocesan assignment	14	7
Principal (Headmaster, Aministrator)	4	2
Supervisor	0	0
High school teacher or counselor	13	6
Elementary school teacher (including junior high school)	1	1
Primary school teacher	1	1
Other	5	2

Present status[c]	Number	Per Cent of Category
Pastor	80	39%
Assistant Pastor or Curate	96	47
Priest - not assigned to parish work	27	13
Brother or Sister	0	0
Seminarian	0	0
Years of administrative experience[c]		
0 years	62	31
1 to 4 years	36	18
5 to 9 years	36	18
10 to 19 years	39	20
20 or more years	26	13
Satisfied with present apostolic assignment[c]		
Yes	146	73
Undecided	27	14
No	26	13

[a] All members of the Catholic clergy in the Diocese of Providence were surveyed; 204 of the 450 clergymen (45%) returned usable questionnaires.

[c] See NOTES on final page of Appendix K.

Source: Special survey conducted in the Diocese of Providence.

Table 61

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

CATHOLIC SCHOOL SUPPORT[a]

29.[c] However hard it is to define, Catholic schools have a unique and desirable quality that is not found in public schools.

	LC[e]	LT	RT	C
N[d]=	2001	354	919	203
SA[f]	36%	45%	54%	56%
A	42	38	36	33
?	12	10	7	3
D	9	6	2	5
SD	2	1	1	2

50. When a Catholic with young children is buying a new home, one of the things which he should seriously consider is whether or not the parish has an elementary school.

N=	1980	352	923	199
SA	13%	11%	9%	12%
A	41	38	49	45
?	11	16	14	12
D	32	26	24	24
SD	4	8	3	8

60. Every Catholic child should spend some time in Catholic schools.

N=	1978	353	921	201
SA	24%	21%	17%	18%
A	42	36	45	32
?	8	15	15	14
D	23	24	22	32
SD	3	4	2	4

PUBLIC SCHOOL SUPPORT[a]

40. Parents who send their children to Catholic schools are often not interested in the problems of public education.

	LC	LT	RT	C
N=	1981	352	923	201
SA	7%	6%	5%	8%
A	36	31	32	42
?	10	22	20	13
D	39	32	36	30
SD	9	9	7	6

35. Many priests consider parents who send their children to public schools as being less loyal to the parish than parents who enroll their children in parochial schools.

N=	1995	353	925	203
SA	7%	5%	4%	9%
A	30	30	28	38
?	22	35	34	9
D	35	25	31	34
SD	6	5	3	10

38. If the priests and sisters conducted classes, visited homes, and ran other programs for children, the school system could be reduced.

N=	1968	352	924	204
SA	8%	10%	10%	27%
A	23	18	29	34
?	21	25	23	9
D	43	36	34	19
SD	6	11	4	10

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a,c,d,e,f: See NOTES on final page of Appendix K.

Table 62

A Survey of Attitudes and Opinions Among Lay Catholics in 50 Representative High, Middle, and Low Income Parishes Rhode Island

CATHOLIC SCHOOL SUPPORT[a]

29. However hard it is to define, Catholic schools have a unique and desirable quality that is not found in public schools.

	High[j]	Middle[j]	Low[j]
N[d]=	637	713	677
SA[f]	37%	37%	34%
A	41	44	39
?	11	9	15
D	9	8	9
SD	2	1	2

50. When a Catholic with young children is buying a new home, one of the things which he should seriously consider is whether or not the parish has an elementary school.

N=	636	712	677
SA	10%	14%	14%
A	37	43	41
?	11	10	12
D	37	30	28
SD	4	3	5

60. Every Catholic child should spend some time in Catholic schools.

N=	637	713	665
SA	21%	25%	25%
A	40	47	40
?	9	6	10
D	27	19	22
SD	3	3	4

PUBLIC SCHOOL SUPPORT[a]

40. Parents who send their children to Catholic schools are often not interested in the problems of public education.

	High[j]	Middle[j]	Low[j]
N=	638	720	637
SA	8%	5%	5%
A	37	35	36
?	9	9	12
D	37	39	40
SD	9	11	6

35. Many priests consider parents who send their children to public schools as being less loyal to the parish than parents who enroll their children in parochial schools.

N=	642	718	647
SA	7%	8%	5%
A	31	31	28
?	23	21	23
D	35	34	35
SD	4	6	8

38. If the priests and sisters conducted classes, visited homes, and ran other programs for children, the school system could be reduced.

N=	638	743	636
SA	9%	12%	7%
A	29	19	19
?	18	20	23
D	39	43	44
SD	5	7	7

Source: Special survey conducted in the Diocese of Providence.
a,d,f,j,k: See NOTES on final page of Appendix K.

Table 63

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

IMPORTANT REASONS FOR WANTING CATHOLIC SCHOOLS[b]

120. Religious or moral atmosphere in the school.

	LC	LT	RT	C
N[d]=	1902	349	892	196
Yes[h]	84%	85%	95%	92%
?	14	13	5	6
No	2	3	0	3

123. Giving students a sense of moral values.

	LC	LT	RT	C
N=	1900	347	890	192
Yes	83%	86%	94%	91%
?	15	11	6	6
No	2	3	0	3

118. Discipline.

	LC	LT	RT	C
N=	1908	350	891	197
Yes	80%	85%	86%	86%
?	19	11	12	8
No	3	4	2	6

IMPORTANT REASONS FOR NOT WANTING CATHOLIC SCHOOLS[b]

115. Tuition costs.

	LC	LT	RT	C
N=	1892	347	870	193
Yes	34%	36%	63%	55%
?	59	58	32	36
No	7	7	5	8

117. Distance of Catholic school from home.

	LC	LT	RT	C
N=	1896	347	875	194
Yes	27%	32%	57%	38%
?	63	55	35	56
No	10	14	7	6

129. Separate education for boys and girls.

	LC	LT	RT	C
N=	1893	347	874	196
Yes	20%	34%	16%	23%
?	70	59	78	62
No	9	7	6	15

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b,d,h: See NOTES on final page of Appendix K.
Source: Special survey conducted in the Diocese of Providence.

Table 64

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

GRADES TO CLOSE FIRST[b]

98.[c] If Catholic schools had to close some grades, which ones should be closed first?

	LC[e]	LT	RT	C
N[d]=	1926	350	907	199
Grades 1-4[i]	28%	31%	38%	57%
Grades 5-8	12	11	21	18
Grades 9-12	37	34	16	12
Combination	4	5	3	6
None of these	20	19	23	7

GRADES TO CLOSE LAST[b]

99. If Catholic schools had to close some grades, which ones should be closed last?

	LC	LT	RT	C
N=	1918	350	908	199
Grades 1-4	40%	34%	33%	22%
Grades 5-8	13	17	15	17
Grades 9-12	30	32	37	52
Combination	3	6	3	4
None of these	14	12	12	6

Source: Special survey conducted in the Diocese of Providence.
b,c,d,e,i: See NOTES on final page of Appendix K.

Table 65

A Survey of Attitudes and Opinions Among Lay Catholics in 50 Representative High, Middle, and Low Income Parishes Rhode Island

GRADES TO CLOSE FIRST[b]

98. If Catholic schools had to close some grades, which ones should be closed first?

	High(18)[j]	Middle(16)[j]	Low(16)[j]
N[d]=	548	689	621
Grades 1-4[i]	35%	24%	28%
Grades 5-8	14	10	10
Grades 9-12	30	44	34
Combination	6	3	3
None of these	15	19	25

GRADES TO CLOSE LAST[b]

99. If Catholic schools had to close some grades, which ones should be closed last?

	High(18)[j]	Middle(16)[j]	Low(16)[j]
N=	621	689	621
Grades 1-4	39%	44%	35%
Grades 5-8	12	14	14
Grades 9-12	37	27	28
Combination	2	3	3
None of these	10	12	21

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b,d,i,j: See NOTES on final page of Appendix K.
Source: Special survey conducted in the Diocese of Providence.

Table 66

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

GRADES WHERE RELIGIOUS TEACHERS ARE MOST IMPORTANT[b]

106.[c] At what grade level is it most important to have priests, sisters, or brothers as teachers?

	LC[e]	LT	RT	C
N[d]=	1892	346	904	197
Grades 1-4[i]	22%	17%	8%	5%
Grades 5-8	21	17	16	17
Grades 9-12	31	28	41	56
Combination	20	22	31	14
None of these	7	16	4	9

GRADES WHERE RELIGIOUS TEACHERS ARE LEAST IMPORTANT[b]

107. At what grade level is it least important to have priests, sisters, or brothers as teachers?

	LC	LT	RT	C
N=	1870	342	888	196
Grades 1-4	34%	32%	42%	57%
Grades 5-8	10	10	13	16
Grades 9-12	23	22	6	7
Combination	7	9	7	4
None of these	26	27	32	16

Source: Special survey conducted in the Diocese of Providence.
b,c,d,e,i: See NOTES on final page of Appendix K.

Table 67

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

CHANGE ELEMENTARY SCHOOLS[b]

90.[c] Build more Catholic elementary schools so that all Catholic children can attend a Catholic elementary school.

	LC[e]	LT	RT	C
N[d]=	1947	352	915	199
Yes[g]	35%	28%	18%	11%
?	26	31	30	15
No	38	41	52	74

84. Consolidate small parochial schools located close together into one large elementary school.

	LC	LT	RT	C
N=	1960	355	923	204
Yes	59%	67%	76%	81%
?	19	15	11	10
No	22	18	14	9

85. Close grades 1-3 in Catholic schools and concentrate on an especially modern approach to education in grades 4-8.

	LC	LT	RT	C
N=	1952	354	925	203
Yes	19%	23%	20%	34%
?	21	16	18	28
No	60	61	62	38

92. Have children take some courses in a good nearby public elementary school and the rest of their courses in a Catholic elementary school.

	LC	LT	RT	C
N=	1931	351	921	203
Yes	21%	24%	50%	54%
?	17	16	16	17
No	62	60	34	29

86. Close the Catholic elementary schools where there are good public schools, and provide religious education for these children after school hours or on Saturday or Sunday.

	LC	LT	RT	C
N=	1943	352	923	204
Yes	33%	26%	31%	56%
?	13	13	13	8
No	54	61	56	36

CHANGE SECONDARY SCHOOLS[b]

91. Build more high schools so that all Catholic adolescents can attend a Catholic high school.

	LC	LT	RT	C
N=	1934	349	916	198
Yes	38%	39%	36%	30%
?	24	22	25	15
No	37	39	39	55

96. In some areas, local diocesan high schools might be changed to junior high schools permitting nearby parishes to eliminate grades 7 and 8.

	LC	LT	RT	C
N=	1921	352	917	199
Yes	33%	38%	46%	32%
?	38	33	27	31
No	29	29	27	37

95. Work with members of other faiths so students could elect religious education courses in an ecumenically sponsored separate building as part of their regular high school schedules.

	LC	LT	RT	C
N=	1923	350	909	201
Yes	50%	57%	62%	69%
?	20	15	19	10
No	30	28	19	21

93. Have students take some courses in a good nearby public high school and the rest of their courses in a Catholic high school.

	LC	LT	RT	C
N=	1928	351	917	201
Yes	22%	27%	52%	56%
?	16	16	16	15
No	61	58	32	28

87. Close the Catholic high schools where there are good public schools and provide religious education for these children after school hours or on Saturday or Sunday.

	LC	LT	RT	C
N=	1931	351	919	202
Yes	28%	27%	20%	35%
?	14	13	13	11
No	58	60	67	54

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b,c,d,e,g: See NOTES on final page of Appendix K.
Source: Special survey conducted in the Diocese of Providence.

Table 68

A Survey of Attitudes and Opinions Among Lay Catholics in 50 Representative High, Middle, and Low Income Parishes Rhode Island

CHANGE ELEMENTARY SCHOOLS[b]

90. Build more Catholic elementary schools so that all Catholic children can attend a Catholic elementary school.

	High[j]	Middle[j]	Low[j]
N[d]=	620	697	627
Like[k]	29%	39%	39%
?	23	28	28
Dislike	48	33	32

84. Consolidate small parochial schools located close together into one large elementary school.

N=	631	702	635
Like	62%	54%	60%
?	16	19	22
Dislike	22	26	17

85. Close grades 1-3 in Catholic schools and concentrate on an especially modern approach to education in grades 4-8.

N=	629	694	635
Like	22%	17%	18%
?	22	20	21
Dislike	56	62	61

92. Have children take some courses (such as reading, mathematics, art, science) in a good nearby public elementary school and the rest of their courses (such as religion, social studies, literature) in the Catholic elementary school.

N=	409	319	1203
Like	22%	19%	24%
?	13	18	18
Dislike	65	63	58

86. Close the Catholic elementary schools, where good public schools, and have Catholic children attend the public schools. However, have the parishes set up Religious Education Centers--staffed by full-time specialists--to provide religious education for these children after school hours or on Saturday or Sunday.

N=	640	251	1052
Like	42%	30%	28%
?	11	14	15
Dislike	47	56	57

CHANGE SECONDARY SCHOOLS[b]

91. Build more high schools so that all Catholic adolescents can attend a Catholic high school.

	High[j]	Middle[j]	Low[j]
N=	625	691	623
Like	37%	40%	38%
?	22	25	27
Dislike	41	35	35

96. In some areas, local diocesan high schools might be changed to junior high schools permitting nearby parishes to eliminate grades 7 and 8.

N=	627	688	615
Like	31%	36%	31%
?	38	37	40
Dislike	31	27	29

95. Work with members of other faiths to construct a classroom building adjacent to a good public high school. Students could then elect a religious education

N=	624	690	618
Like	50%	51%	48%
?	16	21	25
Dislike	34	29	27

93. Have students take some courses (such as reading, mathematics, art, science) in a good nearby public high school and the rest of their courses (such as religion, social studies, literature) in the Catholic high school.

N=	428	318	1182
Like	21%	22%	24%
?	13	17	19
Dislike	66	61	58

87. Close the Catholic high schools, where there are good public schools, and have Catholic children attend the public schools. However, have the parishes set up Religious Education Centers--staffed by full-time specialists--to provide religious education for these children after school hours or on Saturday or Sunday.

N=	537	276	1118
Like	29%	28%	27%
?	12	16	15
Dislike	59	56	58

Source: Special survey conducted in the Diocese of Providence.
b,d,j,k: See NOTES on final page of Appendix K.

Table 69

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

POOLING AND SHARING FUNDS[a]

45.[c] An annual diocesan education tax, based on ability to pay, would be a good way of raising funds for the support of Catholic education.

	LC[e]	LT	RT	C
N[d]=	1972	353	922	203
SA[f]	4%	5%	6%	6%
A	22	24	30	18
?	16	25	35	23
D	38	26	20	32
SD	21	20	8	22

56. I would be willing to contribute, on a tax deductible basis, to an annual diocesan educational fund raising drive, similar to a United Fund drive.

N=	1966	347	773	191
SA	5%	10%	5%	10%
A	32	44	22	35
?	15	17	57	13
D	34	18	11	20
SD	15	10	5	21

68. Funds raised in wealthy parishes should be used to help pay the cost of Catholic education in poorer parishes.

N=	1966	352	921	203
SA	14%	20%	19%	32%
A	44	47	51	44
?	16	16	18	9
D	21	13	10	11
SD	5	4	2	4

DIOCESAN FUND[a]

83.[c] Part of the money collected in a diocesan educational fund raising drive should be used to provide scholarships to Catholic colleges and universities.

	LC[e]	LT	RT	C
N[d]=	1958	352	919	199
SA[f]	10%	14%	11%	8%
A	46	45	48	31
?	15	14	19	22
D	22	18	17	27
SD	8	8	5	13

63. The value of a Catholic college education is so great that the Catholic community should support Catholic colleges.

N=	1971	352	920	201
SA	6%	8%	10%	10%
A	22	24	33	29
?	23	28	29	18
D	40	30	23	35
SD	9	11	5	7

65. Part of the money collected in a diocesan educational fund raising drive should be used to provide training for specialists in religious education.

N=	1961	351	919	200
SA	9%	12%	25%	30%
A	49	48	55	51
?	21	18	13	10
D	19	17	6	7
SD	4	4	2	4

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a,c,d,e,f:See NOTES on final page of Appendix K.
Source: Special survey conducted in the Diocese of Providence.

Table 70

A Survey of Attitudes and Opinions Among Lay Catholics, Lay Teachers, Religious Teachers, and the Clergy in Rhode Island

ABILITY TO SUPPORT CHURCH AND SCHOOL[a]

51. Tuition rates for Catholic high schools are not beyond the reach of most parents.

	LC	LT	RT	C
N=	1979	353	922	203
SA	6%	9%	3%	9%
A	37	41	30	43
?	24	25	18	16
D	25	19	36	23
SD	8	7	13	9

59. Most Catholics don't contribute as much as they could to the support of the Church.

N=	1980	351	918	203
SA	23%	25%	21%	43%
A	56	44	50	45
?	11	22	20	5
D	9	8	8	5
SD	1	1	2	2

74. Parish finances make it impossible for Catholic schools to match public school teacher salaries.

N=	1971	353	925	202
SA	16%	26%	42%	42%
A	49	43	41	48
?	20	13	8	4
D	12	11	5	5
SD	3	7	4	2

OUTSIDE FINANCIAL HELP[a]

73. Public funds should be used to help defray the cost to Catholic schools for teaching children academic subjects such as mathematics, foreign language, science, and reading.

	LC	LT	RT	C
N=	1968	352	924	203
SA	24%	38%	47%	55%
A	41	39	43	32
?	10	9	6	3
D	20	9	3	6
SD	6	5	1	4

61. Catholics should see that the needs of children in Catholic schools are known to their state legislatures.

N=	1976	351	922	203
SA	22%	35%	44%	51%
A	47	45	46	44
?	13	11	6	2
D	15	7	2	1
SD	4	2	2	2

32. Because of the contribution which Catholic schools make to the community, local business and industry should give some financial help to these school.

N=	1997	354	927	203
SA	12%	19%	26%	23%
A	27	33	41	35
?	15	17	16	16
D	36	23	15	21
SD	9	8	2	5

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a,c,d,e,f: See NOTES on final page of Appendix K.

Table 71

A Survey of Attitudes and Opinions Among Lay Catholics in 50 Representative High, Middle, and Low Income Parishes Rhode Island

OUTSIDE FINANCIAL HELP[a]

73. Public funds should be used to help defray the cost to Catholic schools for teaching children academic subjects such as mathematics, foreign language, science, and reading.

	High (18)[j]	Middle (16)[j]	Low (16)[j]
Number of respondents:	636	712	638
Strongly agree	23%	28%	19%
Agree	40	39	42
Undecided	8	9	13
Disagree	22	18	20
Strongly disagree	7	4	6

61. Catholics should see that the needs of children in Catholic schools are known to their state legislatures.

Number of respondents:	637	712	638
Strongly agree	19%	25%	22%
Agree	46	48	45
Undecided	11	12	15
Disagree	19	12	14
Strongly disagree	5	3	3

32. Because of the contribution which Catholic schools make to the community, local business and industry should give some financial help to these schools.

Number of respondents:	638	719	645
Strongly agree	8%	14%	14%
Agree	20	28	31
Undecided	13	16	18
Disagree	47	34	29
Strongly disagree	13	7	8

Source: Special survey conducted in the Diocese of Providence.

[a],[j]: See NOTES on final page of Appendix K.

Table 72

Public Spending in Nonpublic Schools
Selected Local, State, and Federal Programs
Rhode Island

Program or Service	1965-66	1966-67	1967-68
Local			
Transportation[a]	$350,000	$375,000	$400,000
State			
Textbook loans[b]	62,083	67,633	105,693
Statewide testing (in grades 4 & 6)[c]	11,000	10,250	10,000
Federal			
ESEA Title I (for the disadvantaged)			
Instruction[d]	503,999	648,272	506,964
Equipment[e]	14,000	18,000	14,000
ESEA Title II (library books and services)[f]	95,180	84,021	82,652
ESEA Title III (innovative and supplementary projects)[g]	30,000	30,000	50,000
NDEA Title V (testing in grades 8 and 10)[h]	10,000	10,035	8,250
Total	1,076,262	1,243,211	1,177,559

Source: Rhode Island Department of Education; and special survey of ESEA Title I school district directors.

[a] Based on data from a special study made in 1963-64 showing $325,408 spent to transport nonpublic school pupils in that year: all figures shown are estimated.

[b] Although this program began in 1963-64, data were not collected on nonpublic pupils' use of textbooks until 1965-66 and thereafter. Nonpublic use of textbook loan funds was 5% of the state total in 1965-66, rising to 9% in 1967-68.

[c] Since 1963-64, the State Department of Education has administered mandatory ability and achievement (arithmetic and language arts) tests to all the 4th and 6th graders in the state each year. Cost figures are approximate. Testing costs about $1.00 per pupil; thus participation of about 10,000 nonpublic pupils costs $10,000 to $12,000 each year. In addition to the amount shown, the state spends about $6,000 each year consulting with local schools on the testing; some nonpublic schools use those services.

[d] In operation since 1965-66 at a per pupil cost of about $100 to $500. Of all pupils enrolled in the program, nonpublic pupils constituted 15% to 20%. From 6% to 8% of all nonpublic pupils were enrolled, compared to 9% to 13% of all public school pupils.

[e] When 33 local directors of ESEA Title I programs were surveyed, 29 reported that they spent $93,821 for equipment in 1967-68; 7 of the 29 directors reported spending $11,636 (12% of the total) for equipment on loan to nonpublic schools. The statewide figures for all three years are estimated from these data.

[f] About 80% of these funds go for materials on loan to nonpublic elementary schools, 20% to secondary schools. Nonpublic schools receive about 20% of all the funds, roughly in proportion to their fraction of total state enrollment.

[g] Providence Project ARISE and Project DISCOVERY were omitted because of insufficient data. Because ESEA Title III projects usually extend for more than one year, the $110,000 budget for all projects underway in the fall of 1968 was distributed over the three-year period 1965-66 through 1968-69. (While some projects do not extend back that far, others in existence then do not show on current records.) Costs were prorated among public and nonpublic schools in proportion to the number of pupils served, directly or indirectly, by the projects. 18% of the pupils were in nonpublic schools; that is roughly in proportion to their fraction of total state enrollment.

[h] This program of optional testing for all Rhode Island pupils in grades 8 and 10 began in 1958-59. Nonpublic participation dropped from 41% of all nonpublic 8th and 10th graders in 1966-67 to 26% in 1967-68, lowering the cost figure. The amount shown for 1965-66 is estimated.

NOTES FOR APPENDIX K

ALTERNATIVES IN CATHOLIC EDUCATION
A Survey of Attitudes and Opinions

A special questionnaire survey was conducted in the Diocese of Providence in the fall of 1968 as part of this study. Questionnaires were distributed to a 5% random sample of all Catholic families in each of 50 representative parishes of the 160 in the Diocese of Providence; to all lay and religious teachers in 126 of the 128 parish, diocesan, and private elementary and secondary schools; and to all members of the clergy. The number and per cent of different populations returning usable questionnaires was as follows:

Populations Surveyed	Number of Questionnaires Distributed	Usable Questionnaires Returned Number	Per Cent
Lay Catholics	2,830	2,076	73%
Lay teachers	451	357	78
Religious teachers	1,069	947	89
Clergy	450	204	45
Total	4,800	3,584	75

[a] One factor identified in a factor analysis of data from an administration of the Alternatives in Catholic Education questionnaire to lay Catholics in three Midwestern dioceses in 1968. Only the three questions with the heaviest loadings on each factor are reported here.

[b] A cluster of apparently related questions.

[c] See Appendix H for the exact wording of all numbered items as they appeared in the original questionnaire.

[d] Number of respondents.

[e] LC (Lay Catholics); LT (Lay Teachers); RT (Religious Teachers); C (Clergy).

[f] SA (Strongly Agree); A (Agree); ? (Undecided); D (Disagree); SD (Strongly Disagree).

[g] Yes, ?, No. See Appendix H for the exact wording of the scale as it appeared in Part III of the questionnaire.

[h] Yes, ?, No. See Appendix H for the exact wording of the scale as it appeared in Part IV of the questionnaire.

[i] Grades 1-4; Grades 5-8; Grades 9-12; Combination; None of these. See Appendix H for the exact wording of the scale as it appeared in Part IV of the questionnaire.

[j] Defined as the upper, middle, and lower third of a representative sample of 50 parishes, using the annual family income data generated for each parish by Part I, Item 4 of the Lay Catholic questionnaire.

[k] Like; ?; Dislike. See Appendix H for the exact wording of the scale as it appeared in Part III of the questionnaire.